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The Riverside Literature Series

THE STORY OF MY LIFE

BY

HELEN KELLER

WITH TEACHING AND STUDY HELPS

BY

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SUGGESTIONS TO TEACHERS

It should be borne in mind in presenting this book to pupils of high-school age that its chief value is moral. This does not mean that the teacher should moralize upon the text; on the contrary, the pupils should be left to draw from the story, according to their capacity, whatever lesson or inspiration it suggests to them. It cannot be expected that every aspect of this Life will be equally interesting to all pupils. Some will be interested in the unusualness of Miss Keller's achievement; others will be interested in the means by which she has laid hold on life; still others will admire the moral effort which is implied in the upbuilding of such a character. Youth makes response to the heroic, and the teacher should endeavor to show that this story differs in kind but not in degree from a tale of high-hearted adventure or perilous conquest.

Of course Miss Keller is unique. Still the teacher should show that she is so as a consequence of her limitations. And she belongs emphatically to the world as it is. Although she is an idealist, it is with the idealism of all fine characters. They have their center outside of self. In this respect she is one with all those men and women who, in their different callings, have cut in the rock of their own lives a channel for blessing to others.

The Suggestions for Further Reading have been selected with a view to illustrating different *kinds* of worth-while lives. Varying widely in range, these lives are alike in exemplifying service — service not as a sentiment but as a practice. Moreover, although the fundamental moral qualities persist through the centuries, what one might call the accent of life changes; one age has a different emphasis from the next. For this reason it has seemed best to include only those biographies and autobiographies which belong to modern times. The books represent a wide range in subject-matter and in maturity of treatment. An attempt has been made to select a number of lives which should be of special interest to boys.

There is a mass of periodical literature about Helen Keller. Much of it is of slight value. The following articles will be of interest to pupils. Possibly time might be found to read them aloud in class periods.

Helen Keller, "Christmas in the Dark." *Ladies' Home Journal*, vol. 24, p. 13, Dec., 1906.

Edward Everett Hale, "Simplicity of Helen Keller." *The Outlook*, vol. 72, pp. 830–31, Dec. 6, 1902.

Edward Everett Hale, "Helen Keller's Life." *The Outlook*, vol. 86, pp. 378–83, June 22, 1907.

"Helen Keller's Animal Friends." *Literary Digest*, vol. 80, pp. 62–66, Feb. 9, 1924.

"Chat about the Hand." *Century Magazine*, vol. 69, pp. 454–65, Jan., 1905.

The last-mentioned article is Miss Keller's account of the function of the sense of touch in her life. It is a wonderful exposition of what this faculty means to the blind.

For the teacher the following books are well worth reading:

Helen Keller, *My Religion*. Doubleday, Page & Co., 1927.

Helen Keller, *Out of the Dark* (a collection of essays on widely varied subjects). Doubleday, Page & Co., 1913.

Helen Keller Souvenir Commemorating the Harvard Final Examination for Admission to Radcliffe College, June 29–30, 1899. Published by the Volta Bureau.

Because of the necessarily large number of notes, it would be better, in assigning chapters for study, to ask the pupils to read a chapter consecutively, and afterwards to re-read it together with the notes.

The QUESTIONS are intended to cover with fair thoroughness the subject-matter of each chapter. The teacher may either assign the entire group of questions or select in advance a few which she wishes to emphasize, leaving the rest of the chapter open for class discussion. In either case, when the reading is done silently, the questions should be read *in advance*. This helps the pupil to read with intelligence, to organize his thought, and to retain better what he has read. The questions should be reviewed and answered after the chapter is finished.

Chapters II, VIII, IX, X, XI, XII, XX, XXII are particularly well adapted to oral reading. Of course any chapter may be read aloud or the entire book read silently at the discretion of the teacher. When, however, selections are read orally, all explanations, questions, and discussion should be postponed until the pupil has finished reading. But if a word is mispronounced, it should be corrected immediately.

The work in Word Study will be found at the conclusion of the questions in chapters VI, VII, X, XIV, XV, XXI, XXII. These exercises are to be used at the discretion of the teacher who may find them valuable enough to serve as the basis for further exercises of the same kind which she may devise to suit the needs of her class.

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INTRODUCTION

We are going to meet, in the following pages, a wonderful person. It is fair to use the word "meet" instead of some other, because this is an autobiography. Miss Keller tells us in her own words something of her life. This is what may happen to any one of us when we come to know another person well. It is said that whenever people write they cannot help putting something of their personality — their very selves — into what they say. So you can understand how much more interesting it will be to have Helen Keller talk to us than to read what someone else has written about her.

There are certain things, however, that she does not tell us. Possibly she considered them of slight importance. People of noble character are prone to underestimate their own achievements. As the bow of the boat pushes the object of its pursuit farther from it across the waves, so the goal of fine people ever recedes before their pursuing feet. With the modesty springing from high courage and aspiration, Miss Keller would consider the fact that she is the only deaf and dumb person on record who has received the so-called "higher education" no matter for self-congratulation. One can imagine her saying: "Why, bless me, thousands of people receive college degrees every year! I did only what almost any one could do." To be like others was the mainspring of all her actions. Although she attained lasting fame, by a curious paradox she attained it through no conscious effort at superiority, but, as she herself wrote, by trying with all her might "to be like everybody else."

One result of this intense desire to have a life like that of a normal, average, person was an exaggerated idea of character as expressed in action. That is an extremely important form of expression, but it is not the only one. Yet it is natural that the effort — so little spoken of, but so lavishly spent — which Helen Keller had to exert in order to overcome her limitations, should cause her to overvalue deeds. In a conversation with Madame Maeterlinck she says: "After all, what does it matter what we are? The important thing is what we are able to do."[1] As you read the story of her life you will see that, judged even by her

[1] Georgette Leblanc: *The Girl Who Found the Blue Bird.*

own standards, she has won a glorious victory; and you will not be surprised that Mark Twain said of her: "The two most interesting characters of the nineteenth century are Napoleon and Helen Keller."[1] (And this, by the way, is one of the many speeches which modesty forbids the subject of them to quote!)

Whether or not it matters what we are, is a question for you to think about as you read this Life. In other words, are we ourselves greater or less than the things which we do? Must we perform fine deeds because we conceive of them? And may we conceive of them and not put them into action? If we are not large enough to comprehend them, could we contain the power to carry them out? *What* Helen Keller did is plain. Our only explanation of *how* she did it is that she possessed courage, patience, perseverance, and self-mastery to a degree rarely found in any one human being.

An acute illness left Helen Keller, at the age of nineteen months, deaf, dumb, and blind. The fact that up to this time she had been in all respects a perfectly normal child could not lessen the misery of her first five years. Yet from a state of utter helplessness, sealed, as it were, in dark silence, she made increasingly intelligent contact, both with the physical world from which she was shut out, and with the world of thought. Without in any way minimizing the credit due her, we must realize that she did not lack powerful aid. Probably no child so afflicted has ever enjoyed advantages of environment and education equal to hers. Let us consider what these were.

Of first importance, she was born, in the year 1880, into a loving and highly intelligent family living an ordered life amid surroundings of natural beauty. Nor did she miss human companionship; for her father, after the manner of Southern gentlemen, was much given to hospitality, and she had older stepbrothers and a baby sister, as well as other children of her age to play with. But, despite its attractions, Helen was not confined within the limits of her home. Whenever it seemed for her good, the child was taken to distant places to gain whatever help science could render. From this travel she amassed a fund of impressions of people and places which a normal child might envy. Before the age of fifteen she had been to Baltimore to see the great oculist, Dr. Chisholm; to Washington to consult Dr.

[1] Georgette Leblanc: *The Girl Who Found the Blue Bird.*

Alexander Graham Bell; to Boston, where she attended for a time the Perkins Institution for the Blind and the Horace Mann School; to Hulton, Pennsylvania, where she studied under a tutor; to Chautauqua to attend a meeting of the American Association to Promote the Teaching of Speech to the Deaf; to Cincinnati for a consultation of physicians; and to the Wright-Humason School for the Deaf in New York City. In addition there were trips for pleasure — notably to Niagara and to the World's Fair at Chicago. Then there were happy visits to the New England seacoast — that enchanted playground of childhood — and to Red Farm, the home of Mr. and Mrs. Chamberlin and their children, at Wrentham, Massachusetts.

On all of these expeditions Helen was accompanied by her teacher, Miss Sullivan. Occasionally her mother or another relative went also. During some of her prolonged absences in the North one or more members of the family joined her. But the periods of separation were long and must have caused sorrow to such devoted parents. With Spartan fortitude they yielded the entire care of their child to another — one who could do for her what no parents, however loving, could do.

The hope of Captain and Mrs. Keller in their small daughter's teacher was justified beyond their dreams. Miss Sullivan became the means of liberating Helen's imprisoned spirit. For years the child saw through her teacher's eyes, heard through her ears, and spoke through her voice. What this bond meant to her Miss Keller has expressed in the following words: "My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her — there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch." Not alone by her extraordinary skill as a teacher, but quite as much by her qualities of heart, Miss Sullivan was fitted for her high trust. Without her Helen Keller could never have reached the goal which she set for herself; and, failing this, she would have suffered not only a maimed life, but that, to her, worst sorrow — hope defeated.

There were disappointments, of course — even temporary defeats. But these were only shadows cast by Helen's abounding ambitions.

A strong, active body and a vigorous mind were her heritage; their wise direction was the work of her teacher.

Realizing fully the value of the education which Nature offers, Miss Sullivan early opened her pupil's mind to its influences. Helen's Southern home was an ideal environment for her; the young child's spirit was able, there, to absorb the fragrance of fruit and flower, of wood and field, and to learn through touch the wonder of earth and sun and of all growing things. Not the least among these were the many animals on the Keller farm. Certain early letters reflect the delight which the child took in her dumb comrades. A bird dog, Belle, her pony Black Beauty, and her donkey Ned held a special place in the little girl's affections. Moreover, her love for animals and flowers did not pass with childhood, but has continued to the present time. Nothing can so surely give to character poise or inner harmony as close contact with nature. In leading her pupil to love nature and understand its laws, Miss Sullivan laid the best foundation for all of the girl's future knowledge. In a letter written shortly after her coming to Helen, she speaks of obedience and love as the only two essential things that she could teach the child. Could she have chosen a wiser medium for this teaching than observation of the inexorable yet beneficent order of nature?

The wisdom which Miss Sullivan showed in developing her charge's powers through the use of natural objects was only one phase of her genius as an educator. Three other principles are clearly traceable throughout her teaching.

First of all, every effort was made to give Helen as many as possible of the experiences of seeing and hearing children. As a little child she romped alone on her own grounds, often falling and hurting herself and as often picking herself up and going gayly on her way. With the coming of her teacher the two took long tramps in the woods and along country roads. In winter they tobogganed together. Helen was able to ride a horse, a tandem bicycle, to row a boat, and to paddle a canoe. She even became so fearless a swimmer that she learned to swim under water! Not only in regard to physical experiences, but also in regard to human contacts, Miss Keller's life has approximated the normal life. We spoke earlier of her traveling. This brought her into touch with many people of different types, ages, and employment. Such experience undoubtedly laid the foundation for her wide human sympathies. How these human interests in turn reacted helpfully upon her life will be seen later.

The second principle that Miss Sullivan employed was working through her pupil's spontaneous interests. With the seeing and hearing child this would be, of course, the simplest and most obvious method; but with a child so handicapped as Helen Keller the task was far more complicated; for she had to create the need for knowledge as well as satisfy it. In the earlier years of her life Helen was full of passionate emotions. The need for expression was all-compelling; yet she did not know her need nor have definite ideas to express. Miss Sullivan's way of meeting this difficulty was by spelling into Helen's hand, by means of the manual alphabet, what was taking place around them. She would describe the physical surroundings, tell what the others were doing, and even quote their conversation verbatim. When Helen seemed unable to keep up her part of a conversation, Miss Sullivan would go so far as to supply words that Helen could use to make contact with the other speakers. Each new idea thus presented had to be taken by the little girl and fitted into the scheme of things already known. In the process of doing this she asked many questions to which her teacher's answers opened the way for more questions, and so on indefinitely. The common happenings of every day contained in them elements for instruction; but Miss Sullivan wisely allowed her pupil to indicate by her interest the direction which that instruction should take. So the child absorbed knowledge as plants absorb food, and her appetite was increased by what it fed on.

Miss Sullivan's third method was the training which she gave in language. We have just told how she talked to her pupil constantly by means of the manual alphabet. She trained Helen from the beginning to speak in complete sentences, supplying the correct form for her when she could not find it herself. From the time that her pupil began to write Miss Sullivan did not allow the smallest error to pass; the sentence or paragraph had to be rewritten until it was perfect. It was repetition, repetition; and so with reading also. Helen had only the best literature, and it was read to her and by her long before she was able to comprehend its full meaning. But the memory of the words with which the thought was clothed remained with her; and later, when experience had endowed those words with meaning, they came forth in her own speech and writing. As language is the vehicle of thought, so it is equally true that thought cannot exist apart from language. Through learning new words Helen's mind expanded,

and content was given to her experience by the power of self-expression. Language was never taught her as a study, however, but only as a means of expressing her thought. Another way in which Miss Sullivan encouraged Helen to express what was in her mind was by asking all the child's friends to have her tell them about the things which interested her. So reading and writing and conversation each had its due share of attention. The excellence of Miss Keller's writing is the best proof of the success of her early training in English.

The above three principles — that is, treating the handicapped child in so far as is possible in the way that normal children are treated; educating through the child's natural interest; and teaching language through the reading of the best literature while creating a demand to express thought — all these methods are in accord with the most modern pedagogical practice. But in the days when Miss Keller was being educated these were not the accepted methods. Miss Sullivan evolved a way of her own, step by step, with the help of her keen observation and good sense. When you consider that she was only twenty years old and had undergone no special training for her life's work, her accomplishment seems all the more remarkable.

It would have been easy, with a child of Helen Keller's mental gifts, so to guide her that her thoughts would turn inward and abstract ideas become the only reality. Fortunately this did not happen. Her loving and generous nature poured itself out on all human beings. One of the great shocks of her childhood was learning that everybody did not love everybody else! It is true that life had conspired to give her this erroneous impression, since in her presence even rough persons became gentle, while fine persons instinctively paid tribute with the best of themselves.

As a child Helen was spared certain kinds of ugliness, as well as all in literature that is coarse and debasing. But as she grew to womanhood she learned at first hand of the sordid and pitiful aspect of life. Miss Sullivan — then Mrs. Macy — said to Madame Maeterlinck on the occasion of the latter's visit to them, "There is nothing Helen does not know. I have never hidden anything from her. Besides, she is too clear sighted for it to have been possible."[1] And Miss Keller herself said, "There is nothing that I do not know of the sufferings of the world."[1]

With her, to know of them was only the first step. It is nat-

[1] Georgette Leblanc: *The Girl Who Found the Blue Bird.*

ural that her sympathies should have been turned especially toward those who, afflicted like herself, lacked the compensations which she enjoyed. When twelve years old she planned a tea by which she raised over two thousand dollars in aid of a kindergarten for the blind. Even earlier she had interested herself and her friends on behalf of individual cases of need among the deaf-blind. While still in college she was asked to speak in the interests of a bill before the Massachusetts Legislature to provide the blind with manual training which would make them wholly or partially self-supporting. Shortly after this, she made a speech at the request of physicians of the Eye and Ear Infirmary in New York, on the occasion of the dedication of a new building. In her mature years she has been associated with most of the movements in aid of the blind. She is a trustee of the New England Home for the Blind. Two causes that specially appeal to her are procuring for those who need them more books in braille and embossed type and a universal system of raised print. In recent years Miss Keller has been touring Europe with Mrs. Macy, giving lectures to raise a $2,000,000 fund for the American Foundation for the Blind. At the present time she is engaged in continuing the story of her life. By using her powers in the service of others she has richly rewarded the many people whose privilege it has been to help her.

The seriousness which comes from feeling responsibility toward those less fortunate than one's self forms the undercurrent of Miss Keller's life. Her humanitarian impulses spring in part from a naturally loving nature. Nevertheless there is no doubt that what we think of as limitations are to her the means of releasing energies of a different kind. A person who can neither see nor hear is not troubled by the distractions of the world. This opportunity for intensive concentration was a great help to Miss Keller in her studies. Later it helped her with the human problems which she met. In a very real sense the deaf-blind person may "possess" her soul. For her there is no separation between objects of sense and immaterial reality. The things of the spirit are neither less nor more distant than the things of sound and sight. So she lives with a detachment that enables her to see more deeply into life, and so to make the best of both the material and the immaterial realms.

Although to live enclosed within one's self must bring seriousness, such a state of recollectedness does not necessarily mean

sadness. What strikes one most forcibly in reading this autobiography is not the difference but the likeness between Miss Keller and so-called normal people. Those missing faculties, the lack of which would have dwarfed a less valiant life, in her case have been largely compensated for. She has more than the usual share of humor, and the whimsical or ridiculous aspect of a situation rarely escapes her. But always generosity forbids her to exert her wit at the cost of those in a weaker position. She views tolerantly the failings and foibles of others, even as she allows opinions which differ from her own. So she walks through life loving and beloved. Her joy is contagious. As a child her wish was to live sixteen hundred years. As a woman she may have — indeed, must have — moods of sadness; but these moods are only shadows. Against such her forward-looking courage would cry out:

> No, at noonday in the bustle of man's work-time
> Greet the unseen with a cheer!
> Bid him forward, breast and back as either should be,
> "Strive and thrive!" cry "Speed, — fight on, fare ever
> There as here!"

THE STORY OF MY LIFE

CHAPTER I

IT is with a kind of fear that I begin to write the history of my life. I have, as it were, a superstitious hesitation in lifting the veil that clings about my childhood like a golden mist. The task of writing an autobiography is a difficult one. When I try to classify my earliest impressions, I find that fact and fancy look alike across the years that link the past with the present. The woman paints the child's experiences in her own fantasy. A few impressions stand out vividly from the first years of my life; but "the shadows of the prison-house are on the rest." Besides, many of the joys and sorrows of childhood have lost their poignancy, and many incidents of vital importance in my early education have been forgotten in the excitement of great discoveries. In order, therefore, not to be tedious I shall try to present in a series of sketches only the episodes that seem to me to be the most interesting and important.

I was born on June 27, 1880, in Tuscumbia, a little town of northern Alabama.

The family on my father's side is descended from Caspar Keller, a native of Switzerland, who settled in Maryland. One of my Swiss ancestors was the first teacher of the deaf in Zurich and wrote a book on the subject of their education — rather a singular

coincidence; though it is true that there is no king who has not had a slave among his ancestors, and no slave who has not had a king among his.

My grandfather, Caspar Keller's son, "entered" large tracts of land in Alabama and finally settled there. I have been told that once a year he went from Tuscumbia to Philadelphia on horseback to purchase supplies for the plantation, and my aunt has in her possession many of the letters to his family, which give charming and vivid accounts of these trips.

My Grandmother Keller was a daughter of one of Lafayette's aides, Alexander Moore, and granddaughter of Alexander Spotswood, an early Colonial Governor of Virginia. She was also second cousin to Robert E. Lee.

My father, Arthur H. Keller, was a captain in the Confederate Army, and my mother, Kate Adams, was his second wife and many years younger. Her grandfather, Benjamin Adams, married Susanna E. Goodhue, and lived in Newbury, Massachusetts, for many years. Their son, Charles Adams, was born in Newburyport, Massachusetts, and moved to Helena, Arkansas. When the Civil War broke out, he fought on the side of the South and became a brigadier-general. He married Lucy Helen Everett, who belonged to the same family of Everetts as Edward Everett and Dr. Edward Everett Hale. After the war was over the family moved to Memphis, Tennessee.

I lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large square room and a small one, in which the servant slept. It is a custom in the South to

build a small house near the homestead as an annex to be used on occasion. Such a house my father built after the Civil War, and when he married my mother they went to live in it. It was completely covered with vines, climbing roses and honeysuckles. From the garden it looked like an arbour. The little porch was hidden from view by a screen of yellow roses and Southern smilax. It was the favourite haunt of humming-birds and bees.

The Keller homestead, where the family lived, was a few steps from our little rose-bower. It was called "Ivy Green" because the house and the surrounding trees and fences were covered with beautiful English ivy. Its old-fashioned garden was the paradise of my childhood.

Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell, would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden! Here, also, were trailing clematis, drooping jessamine, and some rare sweet flowers called butterfly lilies, because their fragile petals resemble butterflies' wings. But the roses — they were loveliest of all. Never have I found in the greenhouses of the North such heart-satisfying roses as the climbing roses of my southern home. They used to hang in long festoons from our porch, filling

the whole air with their fragrance, untainted by any earthy smell; and in the early morning, washed in the dew, they felt so soft, so pure, I could not help wondering if they did not resemble the asphodels of God's garden.

The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, every one was emphatic about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Helen Everett. But in the excitement of carrying me to church my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.

I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted every one's attention by saying "Tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech was

lost. I ceased making the sound "wah-wah" only when I learned to spell the word.

They tell me I walked the day I was a year old. My mother had just taken me out of the bath-tub and was holding me in her lap, when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.

These happy days did not last long. One brief spring, musical with the song of robin and mocking-bird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the dreary month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a new-born baby. They called it acute congestion of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.

I fancy I still have confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waking hours of fret and pain, and the agony and bewilderment with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall, away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they be memories, it all seems very unreal, like a nightmare.

Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came — my teacher — who was to set my spirit free. But during the first nineteen months of my life I had caught glimpses of broad, green fields, a luminous sky, trees and flowers which the darkness that followed could not wholly blot out. If we have once seen, "the day is ours, and what the day has shown."

CHAPTER II

I CANNOT recall what happened during the first months after my illness. I only know that I sat in my mother's lap or clung to her dress as she went about her household duties. My hands felt every object and observed every motion, and in this way I learned to know many things. Soon I felt the need of some communication with others and began to make crude signs. A shake of the head meant "No" and a nod, "Yes," a pull meant "Come" and a push, "Go." Was it bread that I wanted? Then I would imitate the acts of cutting the slices and buttering them. If I wanted my mother to make ice-cream for dinner I made the sign for working the freezer and shivered, indicating cold. My mother, moreover, succeeded in making me understand a good deal. I always knew when she wished me to bring her something, and I would run upstairs or anywhere else she indicated. Indeed, I owe to her loving wisdom all that was bright and good in my long night.

I understood a good deal of what was going on about me. At five I learned to fold and put away the clean clothes when they were brought in from the laundry, and I distinguished my own from the rest. I knew by the way my mother and aunt dressed when they were going out, and I invariably begged to go with them. I was always sent for when there was company, and when the guests took their leave, I waved my hand to them, I think with a vague remembrance of the meaning of the gesture.

One day some gentlemen called on my mother, and I felt the shutting of the front door and other sounds that indicated their arrival. On a sudden thought I ran upstairs before any one could stop me, to put on my idea of a company dress. Standing before the mirror, as I had seen others do, I anointed mine head with oil and covered my face thickly with powder. Then I pinned a veil over my head so that it covered my face and fell in folds down to my shoulders, and tied an enormous bustle round my small waist, so that it dangled behind, almost meeting the hem of my skirt. Thus attired I went down to help entertain the company.

I do not remember when I first realized that I was different from other people; but I knew it before my teacher came to me. I had noticed that my mother and my friends did not use signs as I did when they wanted anything done, but talked with their mouths. Sometimes I stood between two persons who were conversing and touched their lips. I could not understand, and was vexed. I moved my lips and gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted.

I think I knew when I was naughty, for I knew that it hurt Ella, my nurse, to kick her, and when my fit of temper was over I had a feeling akin to regret. But I cannot remember any instance in which this feeling prevented me from repeating the naughtiness when I failed to get what I wanted.

In those days a little coloured girl, Martha Washington, the child of our cook, and Belle, an old setter and a great hunter in her day, were my constant companions. Martha Washington understood my

signs, and I seldom had any difficulty in making her do just as I wished. It pleased me to domineer over her, and she generally submitted to my tyranny rather than risk a hand-to-hand encounter. I was strong, active, indifferent to consequences. I knew my own mind well enough and always had my own way, even if I had to fight tooth and nail for it. We spent a great deal of time in the kitchen, kneading dough balls, helping make ice-cream, grinding coffee, quarreling over the cake-bowl, and feeding the hens and turkeys that swarmed about the kitchen steps. Many of them were so tame that they would eat from my hand and let me feel them. One big gobbler snatched a tomato from me one day and ran away with it. Inspired, perhaps, by Master Gobbler's success, we carried off to the woodpile a cake which the cook had just frosted, and ate every bit of it. I was quite ill afterward, and I wonder if retribution also overtook the turkey.

The guinea-fowl likes to hide her nest in out-of-the-way places, and it was one of my greatest delights to hunt for the eggs in the long grass. I could not tell Martha Washington when I wanted to go egg-hunting, but I would double my hands and put them on the ground, which meant something round in the grass, and Martha always understood. When we were fortunate enough to find a nest I never allowed her to carry the eggs home, making her understand by emphatic signs that she might fall and break them.

The sheds where the corn was stored, the stable where the horses were kept, and the yard where the cows were milked morning and evening were unfailing sources of interest to Martha and me. The

milkers would let me keep my hands on the cows while they milked, and I often got well switched by the cow for my curiosity.

The making ready for Christmas was always a delight to me. Of course I did not know what it was all about, but I enjoyed the pleasant odours that filled the house and the tidbits that were given to Martha Washington and me to keep us quiet. We were sadly in the way, but that did not interfere with our pleasure in the least. They allowed us to grind the spices, pick over the raisins and lick the stirring spoons. I hung my stocking because the others did; I cannot remember, however, that the ceremony interested me especially, nor did my curiosity cause me to wake before daylight to look for my gifts.

Martha Washington had as great a love of mischief as I. Two little children were seated on the veranda steps one hot July afternoon. One was black as ebony, with little bunches of fuzzy hair tied with shoestrings sticking out all over her head like corkscrews. The other was white, with long golden curls. One child was six years old, the other two or three years older. The younger child was blind — that was I — and the other was Martha Washington. We were busy cutting out paper dolls; but we soon wearied of this amusement, and after cutting up our shoestrings and clipping all the leaves off the honeysuckle that were within reach, I turned my attention to Martha's corkscrews. She objected at first, but finally submitted. Thinking that turn and turn about is fair play, she seized the scissors and cut off one of my curls, and would have cut them all off but for my mother's timely interference.

Belle, our dog, my other companion, was old and lazy and liked to sleep by the open fire rather than to romp with me. I tried hard to teach her my sign language, but she was dull and inattentive. She sometimes started and quivered with excitement, then she became perfectly rigid, as dogs do when they point a bird. I did not then know why Belle acted in this way; but I knew she was not doing as I wished. This vexed me and the lesson always ended in a one-sided boxing match. Belle would get up, stretch herself lazily, give one or two contemptuous sniffs, go to the opposite side of the hearth and lie down again, and I, wearied and disappointed, went off in search of Martha.

Many incidents of those early years are fixed in my memory, isolated, but clear and distinct, making the sense of that silent, aimless, dayless life all the more intense.

One day I happened to spill water on my apron, and I spread it out to dry before the fire which was flickering on the sitting-room hearth. The apron did not dry quickly enough to suit me, so I drew nearer and threw it right over the hot ashes. The fire leaped into life; the flames encircled me so that in a moment my clothes were blazing. I made a terrified noise that brought Viny, my old nurse, to the rescue. Throwing a blanket over me, she almost suffocated me, but she put out the fire. Except for my hands and hair I was not badly burned.

About this time I found out the use of a key. One morning I locked my mother up in the pantry, where she was obliged to remain three hours, as the servants were in a detached part of the house. She kept pounding on the door, while I sat outside on

the porch steps and laughed with glee as I felt the jar of the pounding. This most naughty prank of mine convinced my parents that I must be taught as soon as possible. After my teacher, Miss Sullivan, came to me, I sought an early opportunity to lock her in her room. I went upstairs with something which my mother made me understand I was to give to Miss Sullivan; but no sooner had I given it to her than I slammed the door to, locked it, and hid the key under the wardrobe in the hall. I could not be induced to tell where the key was. My father was obliged to get a ladder and take Miss Sullivan out through the window — much to my delight. Months after I produced the key.

When I was about five years old we moved from the little vine-covered house to a large new one. The family consisted of my father and mother, two older half-brothers, and, afterward, a little sister, Mildred. My earliest distinct recollection of my father is making my way through great drifts of newspapers to his side and finding him alone, holding a sheet of paper before his face. I was greatly puzzled to know what he was doing. I imitated this action, even wearing his spectacles, thinking they might help solve the mystery. But I did not find out the secret for several years. Then I learned what those papers were, and that my father edited one of them.

My father was most loving and indulgent, devoted to his home, seldom leaving us, except in the hunting season. He was a great hunter, I have been told, and a celebrated shot. Next to his family he loved his dogs and gun. His hospitality was great, almost to a fault, and he seldom came home without bring-

ing a guest. His special pride was the big garden where, it was said, he raised the finest watermelons and strawberries in the county; and to me he brought the first ripe grapes and the choicest berries. I remember his caressing touch as he led me from tree to tree, from vine to vine, and his eager delight in whatever pleased me.

He was a famous story-teller; after I had acquired language he used to spell clumsily into my hand his cleverest anecdotes, and nothing pleased him more than to have me repeat them at an opportune moment.

I was in the North, enjoying the last beautiful days of the summer of 1896, when I heard the news of my father's death. He had had a short illness, there had been a brief time of acute suffering, then all was over. This was my first great sorrow — my first personal experience with death.

How shall I write of my mother? She is so near to me that it almost seems indelicate to speak of her.

For a long time I regarded my little sister as an intruder. I knew that I had ceased to be my mother's only darling, and the thought filled me with jealousy. She sat in my mother's lap constantly, where I used to sit, and seemed to take up all her care and time. One day something happened which seemed to me to be adding insult to injury.

At that time I had a much-petted, much-abused doll, which I afterward named Nancy. She was, alas, the helpless victim of my outbursts of temper and of affection, so that she became much the worse for wear. I had dolls which talked, and cried, and opened and shut their eyes; yet I never loved one of them as I loved poor Nancy. She had a cradle, and

I often spent an hour or more rocking her. I guarded both doll and cradle with the most jealous care; but once I discovered my little sister sleeping peacefully in the cradle. At this presumption on the part of one to whom as yet no tie of love bound me I grew angry. I rushed upon the cradle and overturned it, and the baby might have been killed had my mother not caught her as she fell. Thus it is that when we walk in the valley of twofold solitude we know little of the tender affections that grow out of endearing words and actions and companionship. But afterward, when I was restored to my human heritage, Mildred and I grew into each other's hearts, so that we were content to go hand-in-hand wherever caprice led us, although she could not understand my finger language, nor I her childish prattle.

CHAPTER III

MEANWHILE the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outbursts of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. I struggled — not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion. If my mother happened to be near I crept into her arms, too miserable even to remember the cause of the tempest. After awhile the need of some means of communication became so urgent that these outbursts occurred daily, sometimes hourly.

My parents were deeply grieved and perplexed. We lived a long way from any school for the blind or the deaf, and it seemed unlikely that any one would come to such an out-of-the-way place as Tuscumbia to teach a child who was both deaf and blind. Indeed, my friends and relatives sometimes doubted whether I could be taught. My mother's only ray of hope came from Dickens's "American Notes." She had read his account of Laura Bridgman, and remembered vaguely that she was deaf and blind, yet had been educated. But she also remembered with a hopeless pang that Dr. Howe, who had discovered the way to teach the deaf and blind, had been dead many years. His methods had probably died with him; and if they had not, how

was a little girl in a far-off town in Alabama to receive the benefit of them?

When I was about six years old, my father heard of an eminent oculist in Baltimore, who had been successful in many cases that had seemed hopeless. My parents at once determined to take me to Baltimore to see if anything could be done for my eyes.

The journey, which I remember well, was very pleasant. I made friends with many people on the train. One lady gave me a box of shells. My father made holes in these so that I could string them, and for a long time they kept me happy and contented. The conductor, too, was kind. Often when he went his rounds I clung to his coat tails while he collected and punched the tickets. His punch, with which he let me play, was a delightful toy. Curled up in a corner of the seat I amused myself for hours making funny little holes in bits of cardboard.

My aunt made me a big doll out of towels. It was the most comical, shapeless thing, this improvised doll, with no nose, mouth, ears or eyes — nothing that even the imagination of a child could convert into a face. Curiously enough, the absence of eyes struck me more than all the other defects put together. I pointed this out to everybody with provoking persistency, but no one seemed equal to the task of providing the doll with eyes. A bright idea, however, shot into my mind, and the problem was solved. I tumbled off the seat and searched under it until I found my aunt's cape, which was trimmed with large beads. I pulled two beads off and indicated to her that I wanted her to sew them on my doll. She raised my hand to her eyes in a questioning way, and I nodded energetically. The beads

were sewed in the right place and I could not contain myself for joy; but immediately I lost all interest in the doll. During the whole trip I did not have one fit of temper, there were so many things to keep my mind and fingers busy.

When we arrived in Baltimore, Dr. Chisholm received us kindly: but he could do nothing. He said, however, that I could be educated, and advised my father to consult Dr. Alexander Graham Bell, of Washington, who would be able to give him information about schools and teachers of deaf or blind children. Acting on the doctor's advice, we went immediately to Washington to see Dr. Bell, my father with a sad heart and many misgivings, I wholly unconscious of his anguish, finding pleasure in the excitement of moving from place to place. Child as I was, I at once felt the tenderness and sympathy which endeared Dr. Bell to so many hearts, as his wonderful achievements enlist their admiration. He held me on his knee while I examined his watch, and he made it strike for me. He understood my signs, and I knew it and loved him at once. But I did not dream that that interview would be the door through which I should pass from darkness into light, from isolation to friendship, companionship, knowledge, love.

Dr. Bell advised my father to write to Mr. Anagnos, director of the Perkins Institution in Boston, the scene of Dr. Howe's great labours for the blind, and ask him if he had a teacher competent to begin my education. This my father did at once, and in a few weeks there came a kind letter from Mr. Anagnos with the comforting assurance that a teacher had been found. This was in the summer of 1886

But Miss Sullivan did not arrive until the following March.

Thus I came up out of Egypt and stood before Sinai, and a power divine touched my spirit and gave it sight, so that I beheld many wonders. And from the sacred mountain I heard a voice which said, "Knowledge is love and light and vision."

CHAPTER IV

THE most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near

the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup*, and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it

upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that *mother*, *father*, *sister*, *teacher* were among them — words that were to make the world blossom for me, "like Aaron's rod, with flowers." It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.

CHAPTER V

I RECALL many incidents of the summer of 1887 that followed my soul's sudden awakening. I did nothing but explore with my hands and learn the name of every object that I touched; and the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world.

When the time of daisies and buttercups came Miss Sullivan took me by the hand across the fields, where men were preparing the earth for the seed, to the banks of the Tennessee River, and there, sitting on the warm grass, I had my first lessons in the beneficence of nature. I learned how the sun and the rain make to grow out of the ground every tree that is pleasant to the sight and good for food, how birds build their nests and live and thrive from land to land, how the squirrel, the deer, the lion and every other creature finds food and shelter. As my knowledge of things grew I felt more and more the delight of the world I was in. Long before I learned to do a sum in arithmetic or describe the shape of the earth, Miss Sullivan had taught me to find beauty in the fragrant woods, in every blade of grass, and in the curves and dimples of my baby sister's hand. She linked my earliest thoughts with nature, and made me feel that "birds and flowers and I were happy peers."

But about this time I had an experience which taught me that nature is not always kind. One day my teacher and I were returning from a long

ramble. The morning had been fine, but it was growing warm and sultry when at last we turned our faces homeward. Two or three times we stopped to rest under a tree by the wayside. Our last halt was under a wild cherry tree a short distance from the house. The shade was grateful, and the tree was so easy to climb that with my teacher's assistance I was able to scramble to a seat in the branches. It was so cool up in the tree that Miss Sullivan proposed that we have our luncheon there. I promised to keep still while she went to the house to fetch it.

Suddenly a change passed over the tree. All the sun's warmth left the air. I knew the sky was black, because all the heat, which meant light to me, had died out of the atmosphere. A strange odour came up from the earth. I knew it, it was the odour that always precedes a thunderstorm, and a nameless fear clutched at my heart. I felt absolutely alone, cut off from my friends and the firm earth. The immense, the unknown, enfolded me. I remained still and expectant; a chilling terror crept over me. I longed for my teacher's return; but above all things I wanted to get down from that tree.

There was a moment of sinister silence, then a multitudinous stirring of the leaves. A shiver ran through the tree, and the wind sent forth a blast that would have knocked me off had I not clung to the branch with might and main. The tree swayed and strained. The small twigs snapped and fell about me in showers. A wild impulse to jump seized me, but terror held me fast. I crouched down in the fork of the tree. The branches lashed about me. I felt the intermittent jarring that came now and

then, as if something heavy had fallen and the shock had traveled up till it reached the limb I sat on. It worked my suspense up to the highest point, and just as I was thinking the tree and I should fall together, my teacher seized my hand and helped me down. I clung to her, trembling with joy to feel the earth under my feet once more. I had learned a new lesson — that nature "wages open war against her children, and under softest touch hides treacherous claws."

After this experience it was a long time before I climbed another tree. The mere thought filled me with terror. It was the sweet allurement of the mimosa tree in full bloom that finally overcame my fears. One beautiful spring morning when I was alone in the summer-house, reading, I became aware of a wonderful subtle fragrance in the air. I started up and instinctively stretched out my hands. It seemed as if the spirit of spring had passed through the summer-house. "What is it?" I asked, and the next minute I recognized the odour of the mimosa blossoms. I felt my way to the end of the garden, knowing that the mimosa tree was near the fence, at the turn of the path. Yes, there it was, all quivering in the warm sunshine, its blossom-laden branches almost touching the long grass. Was there ever anything so exquisitely beautiful in the world before! Its delicate blossoms shrank from the slightest earthly touch; it seemed as if a tree of paradise had been transplanted to earth. I made my way through a shower of petals to the great trunk and for one minute stood irresolute: then, putting my foot in the broad space between the forked branches, I pulled myself up into the tree. I had

some difficulty in holding on, for the branches were very large and the bark hurt my hands. But I had a delicious sense that I was doing something unusual and wonderful, so I kept on climbing higher and higher, until I reached a little seat which somebody had built there so long ago that it had grown part of the tree itself. I sat there for a long, long time, feeling like a fairy on a rosy cloud. After that I spent many happy hours in my tree of paradise, thinking fair thoughts and dreaming bright dreams.

CHAPTER VI

I HAD now the key to all language, and I was eager to learn to use it. Children who hear acquire language without any particular effort; the words that fall from others' lips they catch on the wing, as it were, delightedly, while the little deaf child must trap them by a slow and often painful process. But whatever the process, the result is wonderful. Gradually from naming an object we advance step by step until we have traversed the vast distance between our first stammered syllable and the sweep of thought in a line of Shakespeare.

At first, when my teacher told me about a new thing I asked very few questions. My ideas were vague, and my vocabulary was inadequate; but as my knowledge of things grew, and I learned more and more words, my field of inquiry broadened, and I would return again and again to the same subject, eager for further information. Sometimes a new word revived an image that some earlier experience had engraved on my brain.

I remember the morning that I first asked the meaning of the word, "love." This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher. She tried to kiss me; but at that time I did not like to have any one kiss me except my mother. Miss Sullivan put her arm gently round me and spelled into my hand, "I love Helen."

"What is love?" I asked.

She drew me closer to her and said, "It is here,"

pointing to my heart, whose beats I was conscious of for the first time. Her words puzzled me very much because I did not then understand anything unless I touched it.

I smelt the violets in her hand and asked, half in words, half in signs, a question which meant, "Is love the sweetness of flowers?"

"No," said my teacher.

Again I thought. The warm sun was shining on us.

"Is this not love?" I asked, pointing in the direction from which the heat came, "Is this not love?"

It seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan shook her head, and I was greatly puzzled and disappointed. I thought it strange that my teacher could not show me love.

A day or two afterward I was stringing beads of different sizes in symmetrical groups — two large beads, three small ones, and so on. I had made many mistakes, and Miss Sullivan had pointed them out again and again with gentle patience. Finally I noticed a very obvious error in the sequence and for an instant I concentrated my attention on the lesson and tried to think how I should have arranged the beads. Miss Sullivan touched my forehead and spelled with decided emphasis, "Think."

In a flash I knew that the word was the name of the process that was going on in my head. This was my first conscious perception of an abstract idea.

For a long time I was still — I was not thinking

of the beads in my lap, but trying to find a meaning for "love" in the light of this new idea. The sun had been under a cloud all day, and there had been brief showers; but suddenly the sun broke forth in all its southern splendour.

Again I asked my teacher, "Is this not love?"

"Love is something like the clouds that were in the sky before the sun came out," she replied. Then in simpler words than these, which at that time I could not have understood, she explained: "You cannot touch the clouds, you know, but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."

The beautiful truth burst upon my mind — I felt that there were invisible lines stretched between my spirit and the spirits of others.

From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child; the only difference was that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue.

This process was continued for several years: for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests

topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the kinds of stimulus I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I ventured to take the initiative, and still longer before I could find something appropriate to say at the right time.

The deaf and the blind find it very difficult to acquire the amenities of conversation. How much more this difficulty must be augmented in the case of those who are both deaf and blind! They cannot distinguish the tone of the voice, or, without assistance, go up and down the gamut of tones that give significance to words; nor can they watch the expression of the speaker's face, and a look is often the very soul of what one says.

CHAPTER VII

THE next important step in my education was learning to read.

As soon as I could spell a few words my teacher gave me slips of cardboard on which were printed words in raised letters. I quickly learned that each printed word stood for an object, an act, or a quality. I had a frame in which I could arrange the words in little sentences; but before I ever put sentences in the frame I used to make them in objects. I found the slips of paper which represented, for example, "doll," "is," "on," "bed" and placed each name on its object; then I put my doll on the bed with the words *is*, *on*, *bed* arranged beside the doll, thus making a sentence of the words, and at the same time carrying out the idea of the sentence with the things themselves.

One day, Miss Sullivan tells me, I pinned the word *girl* on my pinafore and stood in the wardrobe. On the shelf I arranged the words, *is*, *in*, *wardrobe* Nothing delighted me so much as this game. My teacher and I played it for hours at a time. Often everything in the room was arranged in object sentences.

From the printed slip it was but a step to the printed book. I took my "Reader for Beginners" and hunted for the words I knew; when I found them my joy was like that of a game of hide-and-seek. Thus I began to read. Of the time when I began to read connected stories I shall speak later.

For a long time I had no regular lessons. Even

when I studied most earnestly it seemed more like play than work. Everything Miss Sullivan taught me she illustrated by a beautiful story or a poem. Whenever anything delighted or interested me she talked it over with me just as if she were a little girl herself. What many children think of with dread, as a painful plodding through grammar, hard sums and harder definitions, is to-day one of my most precious memories.

I cannot explain the peculiar sympathy Miss Sullivan had with my pleasures and desires. Perhaps it was the result of long association with the blind. Added to this she had a wonderful faculty for description. She went quickly over uninteresting details, and never nagged me with questions to see if I remembered the day-before-yesterday's lesson. She introduced dry technicalities of science little by little, making every subject so real that I could not help remembering what she taught.

We read and studied out of doors, preferring the sunlit woods to the house. All my early lessons have in them the breath of the woods — the fine, resinous odour of pine needles, blended with the perfume of wild grapes. Seated in the gracious shade of a wild tulip tree, I learned to think that everything has a lesson and a suggestion. "The loveliness of things taught me all their use." Indeed, everything that could hum, or buzz, or sing, or bloom, had a part in my education — noisy-throated frogs, katydids and crickets held in my hand until, forgetting their embarrassment, they trilled their reedy note, little downy chickens and wildflowers, the dogwood blossoms, meadow-violets and budding fruit trees. I felt the bursting cotton-bolls and fingered their soft

fiber and fuzzy seeds; I felt the low soughing of the wind through the cornstalks, the silky rustling of the long leaves, and the indignant snort of my pony, as we caught him in the pasture and put the bit in his mouth — ah me! how well I remember the spicy, clovery smell of his breath!

Sometimes I rose at dawn and stole into the garden while the heavy dew lay on the grass and flowers. Few know what joy it is to feel the roses pressing softly into the hand, or the beautiful motion of the lilies as they sway in the morning breeze. Sometimes I caught an insect in the flower I was plucking, and I felt the faint noise of a pair of wings rubbed together in a sudden terror, as the little creature became aware of a pressure from without.

Another favourite haunt of mine was the orchard, where the fruit ripened early in July. The large, downy peaches would reach themselves into my hand, and as the joyous breezes flew about the trees the apples tumbled at my feet. Oh, the delight with which I gathered up the fruit in my pinafore, pressed my face against the smooth cheeks of the apples, still warm from the sun, and skipped back to the house!

Our favourite walk was to Keller's Landing, an old tumble-down lumber-wharf on the Tennessee River, used during the Civil War to land soldiers. There we spent many happy hours and played at learning geography. I built dams of pebbles, made islands and lakes, and dug river-beds, all for fun, and never dreamed that I was learning a lesson. I listened with increasing wonder to Miss Sullivan's descriptions of the great round world with its burning mountains, buried cities, moving rivers of ice,

and many other things as strange. She made raised maps in clay, so that I could feel the mountain ridges and valleys, and follow with my fingers the devious course of rivers. I liked this, too; but the division of the earth into zones and poles confused and teased my mind. The illustrative strings and the orange stick representing the poles seemed so real that even to this day the mere mention of temperate zone suggests a series of twine circles; and I believe that if any one should set about it he could convince me that white bears actually climb the North Pole.

Arithmetic seems to have been the only study I did not like. From the first I was not interested in the science of numbers. Miss Sullivan tried to teach me to count by stringing beads in groups, and by arranging kindergarten straws I learned to add and subtract. I never had patience to arrange more than five or six groups at a time. When I had accomplished this my conscience was at rest for the day, and I went out quickly to find my playmates.

In this same leisurely manner I studied zoölogy and botany.

Once a gentleman, whose name I have forgotten, sent me a collection of fossils — tiny mollusk shells beautifully marked, and bits of sandstone with the print of birds' claws, and a lovely fern in bas-relief. These were the keys which unlocked the treasures of the antediluvian world for me. With trembling fingers I listened to Miss Sullivan's descriptions of the terrible beasts, with uncouth, unpronounceable names, which once went tramping through the primeval forests, tearing down the branches of gigantic trees for food, and died in the dismal

swamps of an unknown age. For a long time these strange creatures haunted my dreams, and this gloomy period formed a sombre background to the joyous Now, filled with sunshine and roses and echoing with the gentle beat of my pony's hoof.

Another time a beautiful shell was given me, and with a child's surprise and delight I learned how a tiny mollusk had built the lustrous coil for his dwelling place, and how on still nights, when there is no breeze stirring the waves, the Nautilus sails on the blue waters of the Indian Ocean in his "ship of pearl." After I had learned a great many interesting things about the life and habits of the children of the sea — how in the midst of dashing waves the little polyps build the beautiful coral isles of the Pacific, and the foraminifera have made the chalk-hills of many a land — my teacher read me "The Chambered Nautilus," and showed me that the shell-building process of the mollusks is symbolical of the development of the mind. Just as the wonder-working mantle of the Nautilus changes the material it absorbs from the water and makes it a part of itself, so the bits of knowledge one gathers undergo a similar change and become pearls of thought.

Again, it was the growth of a plant that furnished the text for a lesson. We bought a lily and set it in a sunny window. Very soon the green, pointed buds showed signs of opening. The slender, finger-like leaves on the outside opened slowly, reluctant, I thought, to reveal the loveliness they hid; once having made a start, however, the opening process went on rapidly, but in order and systematically. There was always one bud larger and more beauti-

ful than the rest, which pushed her outer covering back with more pomp, as if the beauty in soft, silky robes knew that she was the lily-queen by right divine, while her more timid sisters doffed their green hoods shyly, until the whole plant was one nodding bough of loveliness and fragrance.

Once there were eleven tadpoles in a glass globe set in a window full of plants. I remember the eagerness with which I made discoveries about them. It was great fun to plunge my hand into the bowl and feel the tadpoles frisk about, and to let them slip and slide between my fingers. One day a more ambitious fellow leaped beyond the edge of the bowl and fell on the floor, where I found him to all appearance more dead than alive. The only sign of life was a slight wriggling of his tail. But no sooner had he returned to his element than he darted to the bottom, swimming round and round in joyous activity. He had made his leap, he had seen the great world, and was content to stay in his pretty glass house under the big fuchsia tree until he attained the dignity of froghood. Then he went to live in the leafy pool at the end of the garden, where he made the summer nights musical with his quaint love-song.

Thus I learned from life itself. At the beginning I was only a little mass of possibilities. It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she ceased trying in thought and action and example to make my life sweet and useful.

It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower.

Any teacher can take a child to the classroom, but not every teacher can make him learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at rest; he must feel the flush of victory and the heart-sinking of disappointment before he takes with a will the tasks distasteful to him and resolves to dance his way bravely through a dull routine of textbooks.

My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell. I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her — there is not a talent, or an aspiration or a joy in me that has not been awakened by her loving touch.

CHAPTER VIII

THE first Christmas after Miss Sullivan came to Tuscumbia was a great event. Every one in the family prepared surprises for me; but what pleased me most, Miss Sullivan and I prepared surprises for everybody else. The mystery that surrounded the gifts was my greatest delight and amusement. My friends did all they could to excite my curiosity by hints and half-spelled sentences which they pretended to break off in the nick of time. Miss Sullivan and I kept up a game of guessing which taught me more about the use of language than any set lessons could have done. Every evening, seated round a glowing wood fire, we played our guessing game, which grew more and more exciting as Christmas approached.

On Christmas Eve the Tuscumbia schoolchildren had their tree, to which they invited me. In the centre of the schoolroom stood a beautiful tree ablaze and shimmering in the soft light, its branches loaded with strange, wonderful fruit. It was a moment of supreme happiness. I danced and capered round the tree in an ecstasy. When I learned that there was a gift for each child, I was delighted, and the kind people who had prepared the tree permitted me to hand the presents to the children. In the pleasure of doing this, I did not stop to look at my own gifts; but when I was ready for them, my impatience for the real Christmas to begin almost got beyond control. I knew the gifts I already had were not those of which friends had thrown out such

tantalizing hints, and my teacher said the presents I was to have would be even nicer than these. I was persuaded, however, to content myself with the gifts from the tree and leave the others until morning.

That night, after I had hung my stocking, I lay awake a long time, pretending to be asleep and keeping alert to see what Santa Claus would do when he came. At last I fell asleep with a new doll and a white bear in my arms. Next morning it was I who waked the whole family with my first "Merry Christmas!" I found surprises, not in the stocking only, but on the table, on all the chairs, at the door, on the very window-sill; indeed, I could hardly walk without stumbling on a bit of Christmas wrapped up in tissue paper. But when my teacher presented me with a canary, my cup of happiness overflowed.

Little Tim was so tame that he would hop on my finger and eat candied cherries out of my hand. Miss Sullivan taught me to take all the care of my new pet. Every morning after breakfast I prepared his bath, made his cage clean and sweet, filled his cups with fresh seed and water from the well-house, and hung a spray of chickweed in his swing.

One morning I left the cage on the window-seat while I went to fetch water for his bath. When I returned I felt a big cat brush past me as I opened the door. At first I did not realize what had happened; but when I put my hand in the cage and Tim's pretty wings did not meet my touch or his small pointed claws take hold of my finger, I knew that I should never see my sweet little singer again.

CHAPTER IX

THE next important event in my life was my visit to Boston, in May, 1888. As if it were yesterday I remember the preparations, the departure with my teacher and my mother, the journey, and finally the arrival in Boston. How different this journey was from the one I had made to Baltimore two years before! I was no longer a restless, excitable little creature, requiring the attention of everybody on the train to keep me amused. I sat quietly beside Miss Sullivan, taking in with eager interest all that she told me about what she saw out of the car window: the beautiful Tennessee River, the great cotton-fields, the hills and woods, and the crowds of laughing negroes at the stations, who waved to the people on the train and brought delicious candy and popcorn balls through the car. On the seat opposite me sat my big rag doll, Nancy, in a new gingham dress and a beruffled sunbonnet, looking at me out of two bead eyes. Sometimes, when I was not absorbed in Miss Sullivan's descriptions, I remembered Nancy's existence and took her up in my arms, but I generally calmed my conscience by making myself believe that she was asleep.

As I shall not have occasion to refer to Nancy again, I wish to tell here a sad experience she had soon after our arrival in Boston. She was covered with dirt — the remains of mud pies I had compelled her to eat, although she had never shown any special liking for them. The laundress at the Perkins Institution secretly carried her off to give her a

bath. This was too much for poor Nancy. When I next saw her she was a formless heap of cotton, which I should not have recognized at all except for the two bead eyes which looked out at me reproachfully.

When the train at last pulled into the station at Boston it was as if a beautiful fairy tale had come true. The "once upon a time" was now; the "far-away country" was here.

We had scarcely arrived at the Perkins Institution for the Blind when I began to make friends with the little blind children. It delighted me inexpressibly to find that they knew the manual alphabet. What joy to talk with other children in my own language! Until then I had been like a foreigner speaking through an interpreter. In the school where Laura Bridgman was taught I was in my own country. It took me some time to appreciate the fact that my new friends were blind. I knew I could not see; but it did not seem possible that all the eager, loving children who gathered round me and joined heartily in my frolics were also blind. I remember the surprise and the pain I felt as I noticed that they placed their hands over mine when I talked to them and that they read books with their fingers. Although I had been told this before, and although I understood my own deprivations, yet I had thought vaguely that since they could hear, they must have a sort of "second sight," and I was not prepared to find one child and another and yet another deprived of the same precious gift. But they were so happy and contented that I lost all sense of pain in the pleasure of their companionship.

One day spent with the blind children made me

feel thoroughly at home in my new environment, and I looked eagerly from one pleasant experience to another as the days flew swiftly by. I could not quite convince myself that there was much world left, for I regarded Boston as the beginning and the end of creation.

While we were in Boston we visited Bunker Hill, and there I had my first lesson in history. The story of the brave men who had fought on the spot where we stood excited me greatly. I climbed the monument, counting the steps, and wondering as I went higher and yet higher if the soldiers had climbed this great stairway and shot at the enemy on the ground below.

The next day we went to Plymouth by water. This was my first trip on the ocean and my first voyage in a steamboat. How full of life and motion it was! But the rumble of the machinery made me think it was thundering, and I began to cry, because I feared if it rained we should not be able to have our picnic out of doors. I was more interested, I think, in the great rock on which the Pilgrims landed than in anything else in Plymouth. I could touch it, and perhaps that made the coming of the Pilgrims and their toils and great deeds seem more real to me. I have often held in my hand a little model of the Plymouth Rock which a kind gentleman gave me at Pilgrim Hall, and I have fingered its curves, the split in the centre and the embossed figures "1620," and turned over in my mind all that I knew about the wonderful story of the Pilgrims.

How my childish imagination glowed with the splendour of their enterprise! I idealized them as the bravest and most generous men that ever sought

a home in a strange land. I thought they desired the freedom of their fellow men as well as their own. I was keenly surprised and disappointed years later to learn of their acts of persecution that make us tingle with shame, even while we glory in the courage and energy that gave us our "Country Beautiful."

Among the many friends I made in Boston were Mr. William Endicott and his daughter. Their kindness to me was the seed from which many pleasant memories have since grown. One day we visited their beautiful home at Beverly Farms. I remember with delight how I went through their rose-garden, how their dogs, big Leo and little curly-haired Fritz with long ears, came to meet me, and how Nimrod, the swiftest of the horses, poked his nose into my hands for a pat and a lump of sugar. I also remember the beach, where for the first time I played in the sand. It was hard, smooth sand, very different from the loose, sharp sand, mingled with kelp and shells, at Brewster. Mr. Endicott told me about the great ships that came sailing by from Boston, bound for Europe. I saw him many times after that, and he was always a good friend to me; indeed, I was thinking of him when I called Boston "the City of Kind Hearts."

CHAPTER X

Just before the Perkins Institution closed for the summer, it was arranged that my teacher and I should spend our vacation at Brewster, on Cape Cod, with our dear friend, Mrs. Hopkins. I was delighted, for my mind was full of the prospective joys and of the wonderful stories I had heard about the sea.

My most vivid recollection of that summer is the ocean. I had always lived far inland and had never had so much as a whiff of salt air; but I had read in a big book called "Our World" a description of the ocean which filled me with wonder and an intense longing to touch the mighty sea and feel it roar. So my little heart leaped high with eager excitement when I knew that my wish was at last to be realized.

No sooner had I been helped into my bathing-suit than I sprang out upon the warm sand and without thought of fear plunged into the cool water. I felt the great billows rock and sink. The buoyant motion of the water filled me with an exquisite, quivering joy. Suddenly my ecstasy gave place to terror; for my foot struck against a rock and the next instant there was a rush of water over my head. I thrust out my hands to grasp some support, I clutched at the water and at the seaweed which the waves tossed in my face. But all my frantic efforts were in vain. The waves seemed to be playing a game with me, and tossed me from one to another in their wild frolic. It was fearful! The good, firm earth had slipped from my feet, and everything

seemed shut out from this strange, all-enveloping element — life, air, warmth and love. At last, however, the sea, as if weary of its new toy, threw me back on the shore, and in another instant I was clasped in my teacher's arms. Oh, the comfort of the long, tender embrace! As soon as I had recovered from my panic sufficiently to say anything, I demanded: "Who put salt in the water?"

After I had recovered from my first experience in the water, I thought it great fun to sit on a big rock in my bathing-suit and feel wave after wave dash against the rock, sending up a shower of spray which quite covered me. I felt the pebbles rattling as the waves threw their ponderous weight against the shore; the whole beach seemed racked by their terrific onset, and the air throbbed with their pulsations. The breakers would swoop back to gather themselves for a mightier leap, and I clung to the rock, tense, fascinated, as I felt the dash and roar of the rushing sea!

I could never stay long enough on the shore. The tang of the untainted, fresh and free sea air was like a cool, quieting thought, and the shells and pebbles and the seaweed with tiny living creatures attached to it never lost their fascination for me. One day Miss Sullivan attracted my attention to a strange object which she had captured basking in the shallow water. It was a great horseshoe crab — the first one I had ever seen. I felt of him and thought it very strange that he should carry his house on his back. It suddenly occurred to me that he might make a delightful pet; so I seized him by the tail with both hands and carried him home. This feat pleased me highly, as his body was very heavy, and

it took all my strength to drag him half a mile. I would not leave Miss Sullivan in peace until she had put the crab in a trough near the well where I was confident he would be secure. But next morning I went to the trough, and lo, he had disappeared! Nobody knew where he had gone, or how he had escaped. My disappointment was bitter at the time; but little by little I came to realize that it was not kind or wise to force this poor dumb creature out of his element, and after awhile I felt happy in the thought that perhaps he had returned to the sea.

CHAPTER XI

In the autumn I returned to my Southern home with a heart full of joyous memories. As I recall that visit North I am filled with wonder at the richness and variety of the experiences that cluster about it. It seems to have been the beginning of everything. The treasures of a new, beautiful world were laid at my feet, and I took in pleasure and information at every turn. I lived myself into all things. I was never still a moment; my life was as full of motion as those little insects that crowd a whole existence into one brief day. I met many people who talked with me by spelling into my hand, and thought in joyous sympathy leaped up to meet thought, and behold, a miracle had been wrought! The barren places between my mind and the minds of others blossomed like the rose.

I spent the autumn months with my family at our summer cottage, on a mountain about fourteen miles from Tuscumbia. It was called Fern Quarry, because near it there was a limestone quarry, long since abandoned. Three frolicsome little streams ran through it from springs in the rocks above, leaping here and tumbling there in laughing cascades wherever the rocks tried to bar their way. The opening was filled with ferns which completely covered the beds of limestone and in places hid the streams. The rest of the mountain was thickly wooded. Here were great oaks and splendid evergreens with trunks like mossy pillars, from the branches of which hung garlands of ivy and mistle-

toe, and persimmon trees, the odour of which pervaded every nook and corner of the wood — an illusive, fragrant something that made the heart glad. In places the wild muscadine and scuppernong vines stretched from tree to tree, making arbours which were always full of butterflies and buzzing insects. It was delightful to lose ourselves in the green hollows of that tangled wood in the late afternoon, and to smell the cool, delicious odours that came up from the earth at the close of day.

Our cottage was a sort of rough camp, beautifully situated on the top of the mountain among oaks and pines. The small rooms were arranged on each side of a long open hall. Round the house was a wide piazza, where the mountain winds blew, sweet with all wood-scents. We lived on the piazza most of the time — there we worked, ate and played. At the back door there was a great butternut tree, round which the steps had been built, and in front the trees stood so close that I could touch them and feel the wind shake their branches, or the leaves twirl downward in the autumn blast.

Many visitors came to Fern Quarry. In the evening, by the campfire, the men played cards and whiled away the hours in talk and sport. They told stories of their wonderful feats with fowl, fish and quadruped — how many wild ducks and turkeys they had shot, what "savage trout" they had caught, and how they had bagged the craftiest foxes, outwitted the most clever 'possums and overtaken the fleetest deer, until I thought that surely the lion, the tiger, the bear and the rest of the wild tribe would not be able to stand before these wily hunters. "To-morrow to the chase!" was their good-night

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shout as the circle of merry friends broke up for the night. The men slept in the hall outside our door, and I could feel the deep breathing of the dogs and the hunters as they lay on their improvised beds.

At dawn I was awakened by the smell of coffee, the rattling of guns, and the heavy footsteps of the men as they strode about, promising themselves the greatest luck of the season. I could also feel the stamping of the horses, which they had ridden out from town and hitched under the trees, where they stood all night, neighing loudly, impatient to be off. At last the men mounted, and, as they say in the old songs, away went the steeds with bridles ringing and whips cracking and hounds racing ahead, and away went the champion hunters "with hark and whoop and wild halloo!"

Later in the morning we made preparations for a barbecue. A fire was kindled at the bottom of a deep hole in the ground, big sticks were laid crosswise at the top, and meat was hung from them and turned on spits. Around the fire squatted negroes, driving away the flies with long branches. The savoury odour of the meat made me hungry long before the tables were set.

When the bustle and excitement of preparation was at its height, the hunting party made its appearance, struggling in by twos and threes, the men hot and weary, the horses covered with foam, and the jaded hounds panting and dejected — and not a single kill! Every man declared that he had seen at least one deer, and that the animal had come very close; but however hotly the dogs might pursue the game, however well the guns might be aimed, at the snap of the trigger there was not a deer in sight

They had been as fortunate as the little boy who said he came very near seeing a rabbit — he saw his tracks. The party soon forgot its disappointment, however, and we sat down, not to venison, but to a tamer feast of veal and roast pig.

One summer I had my pony at Fern Quarry. I called him Black Beauty, as I had just read the book, and he resembled his namesake in every way, from his glossy black coat to the white star on his forehead. I spent many of my happiest hours on his back. Occasionally, when it was quite safe, my teacher would let go the leading-rein, and the pony sauntered on or stopped at his sweet will to eat grass or nibble the leaves of the trees that grew beside the narrow trail.

On mornings when I did not care for the ride, my teacher and I would start after breakfast for a ramble in the woods, and allow ourselves to get lost amid the trees and vines, with no road to follow except the paths made by cows and horses. Frequently we came upon impassable thickets which forced us to take a roundabout way. We always returned to the cottage with armfuls of laurel, goldenrod, ferns and gorgeous swamp-flowers such as grow only in the South.

Sometimes I would go with Mildred and my little cousins to gather persimmons. I did not eat them; but I loved their fragrance and enjoyed hunting for them in the leaves and grass. We also went nutting, and I helped them open the chestnut burrs and break the shells of hickory-nuts and walnuts — the big, sweet walnuts!

At the foot of the mountain there was a railroad, and the children watched the trains whiz by. Some-

times a terrific whistle brought us to the steps, and Mildred told me in great excitement that a cow or a horse had strayed on the track. About a mile distant there was a trestle spanning a deep gorge. It was very difficult to walk over, the ties were wide apart and so narrow that one felt as if one were walking on knives. I had never crossed it until one day Mildred, Miss Sullivan and I were lost in the woods, and wandered for hours without finding a path.

Suddenly Mildred pointed with her little hand and exclaimed, "There's the trestle!" We would have taken any way rather than this; but it was late and growing dark, and the trestle was a short cut home. I had to feel for the rails with my toe; but I was not afraid, and got on very well, until all at once there came a faint "puff, puff" from the distance.

"I see the train!" cried Mildred, and in another minute it would have been upon us had we not climbed down on the crossbraces while it rushed over our heads. I felt the hot breath from the engine on my face, and the smoke and ashes almost choked us. As the train rumbled by, the trestle shook and swayed until I thought we should be dashed to the chasm below. With the utmost difficulty we regained the track. Long after dark we reached home and found the cottage empty; the family were all out hunting for us.

CHAPTER XII

After my first visit to Boston, I spent almost every winter in the North. Once I went on a visit to a New England village with its frozen lakes and vast snow fields. It was then that I had opportunities such as had never been mine to enter into the treasures of the snow.

I recall my surprise on discovering that a mysterious hand had stripped the trees and bushes, leaving only here and there a wrinkled leaf. The birds had flown, and their empty nests in the bare trees were filled with snow. Winter was on hill and field. The earth seemed benumbed by his icy touch, and the very spirits of the trees had withdrawn to their roots, and there, curled up in the dark, lay fast asleep. All life seemed to have ebbed away, and even when the sun shone the day was

> Shrunk and cold,
> As if her veins were sapless and old,
> And she rose up decrepitly
> For a last dim look at earth and sea.

The withered grass and the bushes were transformed into a forest of icicles.

Then came a day when the chill air portended a snowstorm. We rushed out-of-doors to feel the first few tiny flakes descending. Hour by hour the flakes dropped silently, softly from their airy height to the earth, and the country became more and more level. A snowy night closed upon the world, and in the morning one could scarcely recognize a feature of the landscape. All the roads were

hidden, not a single landmark was visible, only a waste of snow with trees rising out of it.

In the evening a wind from the northeast sprang up, and the flakes rushed hither and thither in furious mêlée. Around the great fire we sat and told merry tales, and frolicked, and quite forgot that we were in the midst of a desolate solitude shut in from all communication with the outside world. But during the night the fury of the wind increased to such a degree that it thrilled us with a vague terror. The rafters creaked and strained, and the branches of the trees surrounding the house rattled and beat against the windows, as the winds rioted up and down the country.

On the third day after the beginning of the storm the snow ceased. The sun broke through the clouds and shone upon a vast, undulating white plain. High mounds, pyramids heaped in fantastic shapes, and impenetrable drifts lay scattered in every direction.

Narrow paths were shoveled through the drifts. I put on my cloak and hood and went out. The air stung my cheeks like fire. Half walking in the paths, half working our way through the lesser drifts, we succeeded in reaching a pine grove just outside a broad pasture. The trees stood motionless and white like figures in a marble frieze. There was no odour of pine-needles. The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them. So dazzling was the light, it penetrated even the darkness that veils my eyes.

As the days wore on, the drifts gradually shrunk, but before they were wholly gone another storm

came, so that I scarcely felt the earth under my feet once all winter. At intervals the trees lost their icy covering, and the bulrushes and underbrush were bare; but the lake lay frozen and hard beneath the sun.

Our favourite amusement during that winter was tobogganing. In places the shore of the lake rises abruptly from the water's edge. Down these steep slopes we used to coast. We would get on our toboggan, a boy would give us a shove, and off we went! Plunging through drifts, leaping hollows, swooping down upon the lake, we would shoot across its gleaming surface to the opposite bank. What joy! What exhilarating madness! For one wild, glad moment we snapped the chain that binds us to earth, and joining hands with the winds we felt ourselves divine!

CHAPTER XIII

It was in the spring of 1890 that I learned to speak. The impulse to utter audible sounds had always been strong within me. I used to make noises, keeping one hand on my throat while the other hand felt the movements of my lips. I was pleased with anything that made a noise and liked to feel the cat purr and the dog bark. I also liked to keep my hand on a singer's throat, or on a piano when it was being played. Before I lost my sight and hearing, I was fast learning to talk, but after my illness it was found that I had ceased to speak because I could not hear. I used to sit in my mother's lap all day long and keep my hands on her face because it amused me to feel the motions of her lips; and I moved my lips, too, although I had forgotten what talking was. My friends say that I laughed and cried naturally, and for awhile I made many sounds and word-elements, not because they were a means of communication, but because the need of exercising my vocal organs was imperative. There was, however, one word the meaning of which I still remembered, *water*. I pronounced it "wa-wa." Even this became less and less intelligible until the time when Miss Sullivan began to teach me. I stopped using it only after I had learned to spell the word on my fingers.

I had known for a long time that the people about me used a method of communication different from mine; and even before I knew that a deaf child could be taught to speak, I was conscious of dissatisfac

tion with the means of communication I already possessed. One who is entirely dependent upon the manual alphabet has always a sense of restraint, of narrowness. This feeling began to agitate me with a vexing, forward-reaching sense of a lack that should be filled. My thoughts would often rise and beat up like birds against the wind; and I persisted in using my lips and voice. Friends tried to discourage this tendency, fearing lest it would lead to disappointment. But I persisted, and an accident soon occurred which resulted in the breaking down of this great barrier — I heard the story of Ragnhild Kaata.

In 1890 Mrs. Lamson, who had been one of Laura Bridgman's teachers, and who had just returned from a visit to Norway and Sweden, came to see me, and told me of Ragnhild Kaata, a deaf and blind girl in Norway who had actually been taught to speak. Mrs. Lamson had scarcely finished telling me about this girl's success before I was on fire with eagerness. I resolved that I, too, would learn to speak. I would not rest satisfied until my teacher took me, for advice and assistance, to Miss Sarah Fuller, principal of the Horace Mann School. This lovely, sweet-natured lady offered to teach me herself, and we began the twenty-sixth of March, 1890.

Miss Fuller's method was this: she passed my hand lightly over her face, and let me feel the position of her tongue and lips when she made a sound. I was eager to imitate every motion and in an hour had learned six elements of speech: M, P, A, S, T, I. Miss Fuller gave me eleven lessons in all. I shall never forget the surprise and delight I felt when I uttered my first connected sentence. "It is warm."

True they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith.

No deaf child who has earnestly tried to speak the words which he has never heard — to come out of the prison of silence, where no tone of love, no song of bird, no strain of music ever pierces the stillness — can forget the thrill of surprise, the joy of discovery which came over him when he uttered his first word. Only such a one can appreciate the eagerness with which I talked to my toys, to stones, trees, birds and dumb animals, or the delight I felt when at my call Mildred ran to me or my dogs obeyed my commands. It is an unspeakable boon to me to be able to speak in winged words that need no interpretation. As I talked, happy thoughts fluttered up out of my words that might perhaps have struggled in vain to escape my fingers.

But it must not be supposed that I could really talk in this short time. I had learned only the elements of speech. Miss Fuller and Miss Sullivan could understand me, but most people would not have understood one word in a hundred. Nor is it true that, after I had learned these elements, I did the rest of the work myself. But for Miss Sullivan's genius, untiring perseverance and devotion, I could not have progressed as far as I have toward natural speech. In the first place, I laboured night and day before I could be understood even by my most intimate friends, in the second place, I needed Miss Sullivan's assistance constantly in my efforts to articulate each sound clearly and to combine all

sounds in a thousand ways. Even now she calls my attention every day to mispronounced words.

All teachers of the deaf know what this means, and only they can at all appreciate the peculiar difficulties with which I had to contend. In reading my teacher's lips I was wholly dependent on my fingers I had to use the sense of touch in catching the vibrations of the throat, the movements of the mouth and the expression of the face; and often this sense was at fault. In such cases I was forced to repeat the words or sentences, sometimes for hours, until I felt the proper ring in my own voice. My work was practice, practice, practice. Discouragement and weariness cast me down frequently; but the next moment the thought that I should soon be at home and show my loved ones what I had accomplished, spurred me on, and I eagerly looked forward to their pleasure in my achievement.

"My little sister will understand me now," was a thought stronger than all obstacles. I used to repeat ecstatically, "I am not dumb now." I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips. It astonished me to find how much easier it is to talk than to spell with the fingers, and I discarded the manual alphabet as a medium of communication on my part; but Miss Sullivan and a few friends still use it in speaking to me, for it is more convenient and more rapid than lip-reading.

Just here, perhaps, I had better explain our use of the manual alphabet, which seems to puzzle people who do not know us. One who reads or talks to me spells with his hand, using the single-hand manual alphabet generally employed by the deaf.

I place my hand on the hand of the speaker so lightly as not to impede its movements. The position of the hand is as easy to feel as it is to see. I do not feel each letter any more than you see each letter separately when you read. Constant practice makes the fingers very flexible, and some of my friends spell rapidly — about as fast as an expert writes on a typewriter. The mere spelling is, of course, no more a conscious act than it is in writing.

When I had made speech my own, I could not wait to go home. At last the happiest of happy moments arrived. I had made my homeward journey, talking constantly to Miss Sullivan, not for the sake of talking, but determined to improve to the last minute. Almost before I knew it, the train stopped at the Tuscumbia station, and there on the platform stood the whole family. My eyes fill with tears now as I think how my mother pressed me close to her, speechless and trembling with delight, taking in every syllable that I spoke, while little Mildred seized my free hand and kissed it and danced, and my father expressed his pride and affection in a big silence. It was as if Isaiah's prophecy had been fulfilled in me, "The mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands!"

CHAPTER XIV

THE winter of 1892 was darkened by the one cloud in my childhood's bright sky. Joy deserted my heart, and for a long, long time I lived in doubt, anxiety and fear. Books lost their charm for me, and even now the thought of those dreadful days chills my heart. A little story called "The Frost King," which I wrote and sent to Mr. Anagnos, of the Perkins Institution for the Blind, was at the root of the trouble. In order to make the matter clear, I must set forth the facts connected with this episode, which justice to my teacher and to myself compels me to relate.

I wrote the story when I was at home, the autumn after I had learned to speak. We had stayed up at Fern Quarry later than usual. While we were there, Miss Sullivan had described to me the beauties of the late foliage, and it seems that her descriptions revived the memory of a story, which must have been read to me, and which I must have unconsciously retained. I thought then that I was "making up a story," as children say, and I eagerly sat down to write it before the ideas should slip from me. My thoughts flowed easily; I felt a sense of joy in the composition. Words and images came tripping to my finger ends, and as I thought out sentence after sentence, I wrote them on my braille slate. Now, if words and images come to me without effort, it is a pretty sure sign that they are not the offspring of my own mind, but stray waifs that I regretfully dismiss. At that time I eagerly absorbed every-

thing I read without a thought of authorship, and even now I cannot be quite sure of the boundary line between my ideas and those I find in books. I suppose that is because so many of my impressions come to me through the medium of others' eyes and ears.

When the story was finished, I read it to my teacher, and I recall now vividly the pleasure I felt in the more beautiful passages, and my annoyance at being interrupted to have the pronunciation of a word corrected. At dinner it was read to the assembled family, who were surprised that I could write so well. Some one asked me if I had read it in a book.

This question surprised me very much; for I had not the faintest recollection of having had it read to me. I spoke up and said, "Oh, no, it is my story, and I have written it for Mr. Anagnos."

Accordingly I copied the story and sent it to him for his birthday. It was suggested that I should change the title from "Autumn Leaves" to "The Frost King," which I did. I carried the little story to the post-office myself, feeling as if I were walking on air. I little dreamed how cruelly I should pay for that birthday gift.

Mr. Anagnos was delighted with "The Frost King," and published it in one of the Perkins Institution reports. This was the pinnacle of my happiness, from which I was in a little while dashed to earth. I had been in Boston only a short time when it was discovered that a story similar to "The Frost King," called "The Frost Fairies" by Miss Margaret T. Canby, had appeared before I was born in a book called "Birdie and His Friends." The

two stories were so much alike in thought and language that it was evident Miss Canby's story had been read to me, and that mine was — a plagiarism. It was difficult to make me understand this; but when I did understand I was astonished and grieved. No child ever drank deeper of the cup of bitterness than I did. I had disgraced myself; I had brought suspicion upon those I loved best. And yet how could it possibly have happened? I racked my brain until I was weary to recall anything about the frost that I had read before I wrote "The Frost King"; but I could remember nothing, except the common reference to Jack Frost, and a poem for children, "The Freaks of the Frost," and I knew I had not used that in my composition.

At first Mr. Anagnos, though deeply troubled, seemed to believe me. He was unusually tender and kind to me, and for a brief space the shadow lifted. To please him I tried not to be unhappy, and to make myself as pretty as possible for the celebration of Washington's birthday, which took place very soon after I received the sad news.

I was to be Ceres in a kind of masque given by the blind girls. How well I remember the graceful draperies that enfolded me, the bright autumn leaves that wreathed my head, and the fruit and grain at my feet and in my hands, and beneath all the gaiety of the masque the oppressive sense of coming ill that made my heart heavy.

The night before the celebration, one of the teachers of the Institution had asked me a question connected with "The Frost King," and I was telling her that Miss Sullivan had talked to me about Jack Frost and his wonderful works. Something I said

made her think she detected in my words a confession that I did remember Miss Canby's story of "The Frost Fairies," and she laid her conclusions before Mr. Anagnos, although I had told her most emphatically that she was mistaken.

Mr. Anagnos, who loved me tenderly, thinking that he had been deceived, turned a deaf ear to the pleadings of love and innocence. He believed, or at least suspected, that Miss Sullivan and I had deliberately stolen the bright thoughts of another and imposed them on him to win his admiration. I was brought before a court of investigation composed of the teachers and officers of the Institution, and Miss Sullivan was asked to leave me. Then I was questioned and cross-questioned with what seemed to me a determination on the part of my judges to force me to acknowledge that I remembered having had "The Frost Fairies" read to me. I felt in every question the doubt and suspicion that was in their minds, and I felt, too, that a loved friend was looking at me reproachfully, although I could not have put all this into words. The blood pressed about my thumping heart, and I could scarcely speak, except in monosyllables. Even the consciousness that it was only a dreadful mistake did not lessen my suffering, and when at last I was allowed to leave the room, I was dazed and did not notice my teacher's caresses, or the tender words of my friends, who said I was a brave little girl and they were proud of me.

As I lay in my bed that night, I wept as I hope few children have wept. I felt so cold, I imagined I should die before morning, and the thought comforted me. I think if this sorrow had come to me when I was older, it would have broken my spirit

beyond repairing. But the angel of forgetfulness has gathered up and carried away much of the misery and all the bitterness of those sad days.

Miss Sullivan had never heard of "The Frost Fairies" or of the book in which it was published. With the assistance of Dr. Alexander Graham Bell, she investigated the matter carefully, and at last it came out that Mrs. Sophia C. Hopkins had a copy of Miss Canby's "Birdie and His Friends" in 1888, the year that we spent the summer with her at Brewster. Mrs. Hopkins was unable to find her copy; but she has told me that at that time, while Miss Sullivan was away on a vacation, she tried to amuse me by reading from various books, and although she could not remember reading "The Frost Fairies" any more than I, yet she felt sure that "Birdie and His Friends" was one of them. She explained the disappearance of the book by the fact that she had a short time before sold her house and disposed of many juvenile books, such as old schoolbooks and fairy tales, and that "Birdie and His Friends" was probably among them.

The stories had little or no meaning for me then; but the mere spelling of the strange words was sufficient to amuse a little child who could do almost nothing to amuse herself; and although I do not recall a single circumstance connected with the reading of the stories, yet I cannot help thinking that I made a great effort to remember the words, with the intention of having my teacher explain them when she returned. One thing is certain, the language was ineffaceably stamped upon my brain, though for a long time no one knew it, least of all myself.

When Miss Sullivan came back, I did not speak

to her about "The Frost Fairies," probably because she began at once to read "Little Lord Fauntleroy," which filled my mind to the exclusion of everything else. But the fact remains that Miss Canby's story was read to me once, and that long after I had forgotten it, it came back to me so naturally that I never suspected that it was the child of another mind.

In my trouble I received many messages of love and sympathy. All the friends I loved best, except one, have remained my own to the present time. Miss Canby herself wrote kindly, "Some day you will write a great story out of your own head, that will be a comfort and help to many." But this kind prophecy has never been fulfilled. I have never played with words again for the mere pleasure of the game. Indeed, I have ever since been tortured by the fear that what I write is not my own. For a long time, when I wrote a letter, even to my mother, I was seized with a sudden feeling of terror, and I would spell the sentences over and over, to make sure that I had not read them in a book. Had it not been for the persistent encouragement of Miss Sullivan, I think I should have given up trying to write altogether.

I have read "The Frost Fairies" since, also the letters I wrote in which I used other ideas of Miss Canby's. I find in one of them, a letter to Mr. Anagnos, dated September 29, 1891, words and sentiments exactly like those of the book. At the time I was writing "The Frost King," and this letter, like many others, contains phrases which show that my mind was saturated with the story. I represent my teacher as saying to me of the golden autumn

leaves, "Yes, they are beautiful enough to comfort us for the flight of summer" — an idea direct from Miss Canby's story.

This habit of assimilating what pleased me and giving it out again as my own appears in much of my early correspondence and my first attempts at writing. In a composition which I wrote about the old cities of Greece and Italy, I borrowed my glowing descriptions, with variations, from sources I have forgotten. I knew Mr. Anagnos's great love of antiquity and his enthusiastic appreciation of all beautiful sentiments about Italy and Greece. I therefore gathered from all the books I read every bit of poetry or of history that I thought would give him pleasure. Mr. Anagnos, in speaking of my composition on the cities, has said, "These ideas are poetic in their essence." But I do not understand how he ever thought a blind and deaf child of eleven could have invented them. Yet I cannot think that because I did not originate the ideas, my little composition is therefore quite devoid of interest. It shows me that I could express my appreciation of beautiful and poetic ideas in clear and animated language.

Those early compositions were mental gymnastics. I was learning, as all young and inexperienced persons learn, by assimilation and imitation, to put ideas into words. Everything I found in books that pleased me I retained in my memory, consciously or unconsciously, and adapted it. The young writer, as Stevenson has said, instinctively tries to copy whatever seems most admirable, and he shifts his admiration with astonishing versatility. It is only after years of this sort of practice that even

great men have learned to marshal the legion of words which come thronging through every byway of the mind.

I am afraid I have not yet completed this process. It is certain that I cannot always distinguish my own thoughts from those I read, because what I read become the very substance and texture of my mind. Consequently, in nearly all that I write, I produce something which very much resembles the crazy patchwork I used to make when I first learned to sew. This patchwork was made of all sorts of odds and ends — pretty bits of silk and velvet; but the coarse pieces that were not pleasant to touch always predominated. Likewise my compositions are made up of crude notions of my own, inlaid with the brighter thoughts and riper opinions of the authors I have read. It seems to me that the great difficulty of writing is to make the language of the educated mind express our confused ideas, half feelings, half thoughts, when we are little more than bundles of instinctive tendencies. Trying to write is very much like trying to put a Chinese puzzle together. We have a pattern in mind which we wish to work out in words; but the words will not fit the spaces, or, if they do, they will not match the design. But we keep on trying because we know that others have succeeded, and we are not willing to acknowledge defeat.

"There is no way to become original, except to be born so," says Stevenson, and although I may not be original, I hope sometime to outgrow my artificial, periwigged compositions. Then, perhaps, my own thoughts and experiences will come to the surface. Meanwhile I trust and hope and persevere.

and try not to let the bitter memory of "The Frost King" trammel my efforts.

So this sad experience may have done me good and set me thinking on some of the problems of composition. My only regret is that it resulted in the loss of one of my dearest friends, Mr. Anagnos.

Since the publication of "The Story of My Life" in the *Ladies' Home Journal*, Mr. Anagnos has made a statement, in a letter to Mr. Macy, that at the time of the "Frost King" matter, he believed I was innocent. He says, the court of investigation before which I was brought consisted of eight people: four blind, four seeing persons. Four of them, he says, thought I knew that Miss Canby's story had been read to me, and the others did not hold this view. Mr. Anagnos states that he cast his vote with those who were favourable to me.

But, however the case may have been, with whichever side he may have cast his vote, when I went into the room where Mr. Anagnos had so often held me on his knee and, forgetting his many cares, had shared in my frolics, and found there persons who seemed to doubt me, I felt that there was something hostile and menacing in the very atmosphere, and subsequent events have borne out this impression. For two years he seems to have held the belief that Miss Sullivan and I were innocent. Then he evidently retracted his favourable judgment, why I do not know. Nor did I know the details of the investigation. I never knew even the names of the members of the "court" who did not speak to me. I was too excited to notice anything, too frightened to ask questions. Indeed, I could scarcely think what I was saying, or what was being said to me.

I have given this account of the "Frost King" affair because it was important in my life and education; and, in order that there might be no misunderstanding, I have set forth all the facts as they appear to me, without a thought of defending myself or of laying blame on any one.

CHAPTER XV

THE summer and winter following the "Frost King" incident I spent with my family in Alabama. I recall with delight that home-going. Everything had budded and blossomed. I was happy. "The Frost King" was forgotten.

When the ground was strewn with the crimson and golden leaves of autumn, and the musk-scented grapes that covered the arbour at the end of the garden were turning golden brown in the sunshine, I began to write a sketch of my life — a year after I had written "The Frost King."

I was still excessively scrupulous about everything I wrote. The thought that what I wrote might not be absolutely my own tormented me. No one knew of these fears except my teacher. A strange sensitiveness prevented me from referring to the "Frost King"; and often when an idea flashed out in the course of conversation I would spell softly to her, "I am not sure it is mine." At other times, in the midst of a paragraph I was writing, I said to myself, "Suppose it should be found that all this was written by some one long ago!" An impish feat clutched my hand, so that I could not write any more that day. And even now I sometimes feel the same uneasiness and disquietude. Miss Sullivan consoled and helped me in every way she could think of; but the terrible experience I had passed through left a lasting impression on my mind, the significance of which I am only just beginning to understand. It was with the hope of restoring my self-confidence

that she persuaded me to write for the *Youth's Companion* a brief account of my life. I was then twelve years old. As I look back on my struggle to write that little story, it seems to me that I must have had a prophetic vision of the good that would come of the undertaking, or I should surely have failed.

I wrote timidly, fearfully, but resolutely, urged on by my teacher, who knew that if I persevered, I should find my mental foothold again and get a grip on my faculties. Up to the time of the "Frost King" episode, I had lived the unconscious life of a little child; now my thoughts were turned inward, and I beheld things invisible. Gradually I emerged from the penumbra of that experience with a mind made clearer by trial and with a truer knowledge of life.

The chief events of the year 1893 were my trip to Washington during the inauguration of President Cleveland, and visits to Niagara and the World's Fair. Under such circumstances my studies were constantly interrupted and often put aside for many weeks, so that it is impossible for me to give a connected account of them.

We went to Niagara in March, 1893. It is difficult to describe my emotions when I stood on the point which overhangs the American Falls and felt the air vibrate and the earth tremble.

It seems strange to many people that I should be impressed by the wonders and beauties of Niagara. They are always asking: "What does this beauty or that music mean to you? You cannot see the waves rolling up the beach or hear their roar. What do they mean to you?" In the most evident sense

they mean everything. I cannot fathom or define their meaning any more than I can fathom or define love or religion or goodness.

During the summer of 1893, Miss Sullivan and I visited the World's Fair with Dr. Alexander Graham Bell. I recall with unmixed delight those days when a thousand childish fancies became beautiful realities. Every day in imagination I made a trip round the world, and I saw many wonders from the uttermost parts of the earth — marvels of invention, treasures of industry and skill and all the activities of human life actually passed under my finger tips.

I liked to visit the Midway Plaisance. It seemed like the "Arabian Nights," it was crammed so full of novelty and interest. Here was the India of my books in the curious bazaar with its Shivas and elephant-gods; there was the land of the Pyramids concentrated in a model Cairo with its mosques and its long processions of camels; yonder were the lagoons of Venice, where we sailed every evening when the city and the fountains were illuminated. I also went on board a Viking ship which lay a short distance from the little craft. I had been on a man-of-war before, in Boston, and it interested me to see, on this Viking ship, how the seaman was once all in all — how he sailed and took storm and calm alike with undaunted heart, and gave chase to whomsoever reëchoed his cry, "We are of the sea!" and fought with brains and sinews, self-reliant, self-sufficient, instead of being thrust into the background by unintelligent machinery, as Jack is to-day. So it always is — "man only is interesting to man."

At a little distance from this ship there was a model of the *Santa Maria*, which I also examined

The captain showed me Columbus's cabin and the desk with an hour-glass on it. This small instrument impressed me most because it made me think how weary the heroic navigator must have felt as he saw the sand dropping grain by grain while desperate men were plotting against his life.

Mr. Higinbotham, President of the World's Fair, kindly gave me permission to touch the exhibits, and with an eagerness as insatiable as that with which Pizarro seized the treasures of Peru, I took in the glories of the Fair with my fingers. It was a sort of tangible kaleidoscope, this white city of the West. Everything fascinated me, especially the French bronzes. They were so lifelike, I thought they were angel visions which the artist had caught and bound in earthly forms.

At the Cape of Good Hope exhibit, I learned much about the processes of mining diamonds. Whenever it was possible, I touched the machinery while it was in motion, so as to get a clearer idea how the stones were weighed, cut, and polished. I searched in the washings for a diamond and found it myself — the only true diamond, they said, that was ever found in the United States.

Dr. Bell went everywhere with us and in his own delightful way described to me the objects of greatest interest. In the electrical building we examined the telephones, autophones, phonographs, and other inventions, and he made me understand how it is possible to send a message on wires that mock space and outrun time, and, like Prometheus, to draw fire from the sky. We also visited the anthropological department, and I was much interested in the relics of ancient Mexico, in the rude stone implements

that are so often the only record of an age — the simple monuments of nature's unlettered children (so I thought as I fingered them) that seem bound to last while the memorials of kings and sages crumble in dust away — and in the Egyptian mummies, which I shrank from touching. From these relics I learned more about the progress of man than I have heard or read since.

All these experiences added a great many new terms to my vocabulary, and in the three weeks I spent at the Fair I took a long leap from the little child's interest in fairy tales and toys to the appreciation of the real and the earnest in the workaday world.

CHAPTER XVI

BEFORE October, 1893, I had studied various subjects by myself in a more or less desultory manner. I read the histories of Greece, Rome and the United States. I had a French grammar in raised print, and as I already knew some French, I often amused myself by composing in my head short exercises, using the new words as I came across them, and ignoring rules and other technicalities as much as possible. I even tried, without aid, to master the French pronunciation, as I found all the letters and sounds described in the book. Of course this was tasking slender powers for great ends; but it gave me something to do on a rainy day, and I acquired a sufficient knowledge of French to read with pleasure La Fontaine's "Fables," "Le Médecin Malgré Lui" and passages from "Athalie."

I also gave considerable time to the improvement of my speech. I read aloud to Miss Sullivan and recited passages from my favourite poets, which I had committed to memory; she corrected my pronunciation and helped me to phrase and inflect. It was not, however, until October, 1893, after I had recovered from the fatigue and excitement of my visit to the World's Fair, that I began to have lessons in special subjects at fixed hours.

Miss Sullivan and I were at that time in Hulton, Pennsylvania, visiting the family of Mr. William Wade. Mr. Irons, a neighbour of theirs, was a good Latin scholar; it was arranged that I should study under him. I remember him as a man of rare

sweet nature and of wide experience. He taught me Latin grammar principally; but he often helped me in arithmetic, which I found as troublesome as it was uninteresting. Mr. Irons also read with me Tennyson's "In Memoriam." I had read many books before, but never from a critical point of view. I learned for the first time to know an author, to recognize his style as I recognize the clasp of a friend's hand.

At first I was rather unwilling to study Latin grammar. It seemed absurd to waste time analyzing every word I came across — noun, genitive, singular, feminine — when its meaning was quite plain. I thought I might just as well describe my pet in order to know it — order, vertebrate; division, quadruped; class, mammalia; genus, felinus; species, cat; individual, Tabby. But as I got deeper into the subject, I became more interested, and the beauty of the language delighted me. I often amused myself by reading Latin passages, picking up words I understood and trying to make sense. I have never ceased to enjoy this pastime.

There is nothing more beautiful, I think, than the evanescent fleeting images and sentiments presented by a language one is just becoming familiar with — ideas that flit across the mental sky, shaped and tinted by capricious fancy. Miss Sullivan sat beside me at my lessons, spelling into my hand whatever Mr. Irons said, and looking up new words for me. I was just beginning to read Cæsar's "Gallic War" when I went to my home in Alabama.

CHAPTER XVII

In the summer of 1894, I attended the meeting at Chautauqua of the American Association to Promote the Teaching of Speech to the Deaf. There it was arranged that I should go to the Wright-Humason School for the Deaf in New York City. I went there in October, 1894, accompanied by Miss Sullivan. This school was chosen especially for the purpose of obtaining the highest advantages in vocal culture and training in lip-reading. In addition to my work in these subjects, I studied, during the two years I was in the school, arithmetic, physical geography, French and German.

Miss Reamy, my German teacher, could use the manual alphabet, and after I had acquired a small vocabulary, we talked together in German whenever we had a chance, and in a few months I could understand almost everything she said. Before the end of the first year I read "Wilhelm Tell" with the greatest delight. Indeed, I think I made more progress in German than in any of my other studies. I found French much more difficult. I studied it with Madame Olivier, a French lady who did not know the manual alphabet, and who was obliged to give her instruction orally. I could not read her lips easily; so my progress was much slower than in German. I managed, however, to read "Le Médecin Malgré Lui" again. It was very amusing but I did not like it nearly so well as "Wilhelm Tell."

My progress in lip-reading and speech was not what my teachers and I had hoped and expected it

would be. It was my ambition to speak like other people, and my teachers believed that this could be accomplished; but, although we worked hard and faithfully yet we did not quite reach our goal. I suppose we aimed too high, and disappointment was therefore inevitable. I still regarded arithmetic as a system of pitfalls. I hung about the dangerous frontier of "guess," avoiding with infinite trouble to myself and others the broad valley of reason. When I was not guessing, I was jumping at conclusions, and this fault, in addition to my dullness, aggravated my difficulties more than was right or necessary.

But although these disappointments caused me great depression at times, I pursued my other studies with unflagging interest, especially physical geography. It was a joy to learn the secrets of nature: how — in the picturesque language of the Old Testament — the winds are made to blow from the four corners of the heavens, how the vapours ascend from the ends of the earth, how rivers are cut out among the rocks, and mountains overturned by the roots, and in what ways man may overcome many forces mightier than himself. The two years in New York were happy ones, and I look back to them with genuine pleasure.

I remember especially the walks we all took together every day in Central Park, the only part of the city that was congenial to me. I never lost a jot of my delight in this great park. I loved to have it described every time I entered it, for it was beautiful in all its aspects, and these aspects were so many that it was beautiful in a different way each day of the nine months I spent in New York.

In the spring we made excursions to various places of interest. We sailed on the Hudson River and wandered about on its green banks, of which Bryant loved to sing. I liked the simple, wild grandeur of the palisades. Among the places I visited were West Point, Tarrytown, the home of Washington Irving, where I walked through "Sleepy Hollow."

The teachers at the Wright-Humason School were always planning how they might give the pupils every advantage that those who hear enjoy — how they might make much of few tendencies and passive memories in the cases of the little ones — and lead them out of the cramping circumstances in which their lives were set.

Before I left New York, these bright days were darkened by the greatest sorrow that I have ever borne, except the death of my father. Mr. John P. Spaulding, of Boston, died in February, 1896. Only those who knew and loved him best can understand what his friendship meant to me. He, who made every one happy in a beautiful, unobtrusive way, was most kind and tender to Miss Sullivan and me. So long as we felt his loving presence and knew that he took a watchful interest in our work, fraught with so many difficulties, we could not be discouraged. His going away left a vacancy in our lives that has never been filled.

CHAPTER XVIII

In October, 1896, I entered the Cambridge School for Young Ladies, to be prepared for Radcliffe.

When I was a little girl, I visited Wellesley and surprised my friends by the announcement, "Some day I shall go to college — but I shall go to Harvard!" When asked why I would not go to Wellesley, I replied that there were only girls there. The thought of going to college took root in my heart and became an earnest desire, which impelled me to enter into competition for a degree with seeing and hearing girls, in the face of the strong opposition of many true and wise friends. When I left New York the idea had become a fixed purpose; and it was decided that I should go to Cambridge. This was the nearest approach I could get to Harvard and to the fulfillment of my childish declaration.

At the Cambridge School the plan was to have Miss Sullivan attend the classes with me and interpret to me the instruction given.

Of course my instructors had had no experience in teaching any but normal pupils, and my only means of conversing with them was reading their lips. My studies for the first year were English history, English literature, German, Latin, arithmetic, Latin composition and occasional themes. Until then I had never taken a course of study with the idea of preparing for college; but I had been well drilled in English by Miss Sullivan, and it soon became evident to my teachers that I needed no special

instruction in this subject beyond a critical study of the books prescribed by the college. I had had, moreover, a good start in French, and received six months' instruction in Latin; but German was the subject with which I was most familiar.

In spite, however, of these advantages, there were serious drawbacks to my progress. Miss Sullivan could not spell out in my hand all that the books required, and it was very difficult to have text-books embossed in time to be of use to me, although my friends in London and Philadelphia were willing to hasten the work. For a while, indeed, I had to copy my Latin in braille, so that I could recite with the other girls. My instructors soon became sufficiently familiar with my imperfect speech to answer my questions readily and correct mistakes. I could not make notes in class or write exercises; but I wrote all my compositions and translations at home on my typewriter.

Each day Miss Sullivan went to the classes with me and spelled into my hand with infinite patience all that the teachers said. In study hours she had to look up new words for me and read and reread notes and books I did not have in raised print. The tedium of that work is hard to conceive. Frau Grote, my German teacher, and Mr. Gilman, the principal, were the only teachers in the school who learned the finger alphabet to give me instruction. No one realized more fully than dear Frau Grote how slow and inadequate her spelling was. Nevertheless, in the goodness of her heart she laboriously spelled out her instructions to me in special lessons twice a week, to give Miss Sullivan a little rest. But, though everybody was kind and ready to help

us, there was only one hand that could turn drudgery into pleasure.

That year I finished arithmetic, reviewed my Latin grammar, and read three chapters of Cæsar's "Gallic War." In German I read, partly with my fingers and partly with Miss Sullivan's assistance, Schiller's "Lied von der Glocke" and "Der Taucher," Heine's "Harzreise," Freytag's "Aus dem Staat Friedrichs des Grossen," Riehl's "Fluch der Schönheit," Lessing's "Minna von Barnhelm," and Goethe's "Aus meinem Leben." I took the greatest delight in these German books, especially Schiller's wonderful lyrics, the history of Frederick the Great's magnificent achievements and the account of Goethe's life. I was sorry to finish "Die Harzreise," so full of happy witticisms and charming descriptions of vine-clad hills, streams that sing and ripple in the sunshine, and wild regions, sacred to tradition and legend, the gray sisters of a long-vanished, imaginative age — descriptions such as can be given only by those to whom nature is "a feeling, a love and an appetite."

Mr. Gilman instructed me part of the year in English literature. We read together, "As You Like It," Burke's "Speech on Conciliation with America," and Macaulay's "Life of Samuel Johnson." Mr. Gilman's broad views of history and literature and his clever explanations made my work easier and pleasanter than it could have been had I only read notes mechanically with the necessarily brief explanations given in the classes.

Burke's speech was more instructive than any other book on a political subject that I had ever read. My mind stirred with the stirring times, and

the characters round which the life of two contending nations centred seemed to move right before me. I wondered more and more, while Burke's masterly speech rolled on in mighty surges of eloquence, how it was that King George and his ministers could have turned a deaf ear to his warning prophecy of our victory and their humiliation. Then I entered into the melancholy details of the relation in which the great statesman stood to his party and to the representatives of the people. I thought how strange it was that such precious seeds of truth and wisdom should have fallen among the tares of ignorance and corruption.

In a different way Macaulay's "Life of Samuel Johnson" was interesting. My heart went out to the lonely man who ate the bread of affliction in Grub Street, and yet, in the midst of toil and cruel suffering of body and soul, always had a kind word, and lent a helping hand to the poor and despised. I rejoiced over all his successes, I shut my eyes to his faults, and wondered, not that he had them, but that they had not crushed or dwarfed his soul. But in spite of Macaulay's brilliancy and his admirable faculty of making the commonplace seem fresh and picturesque, his positiveness wearied me at times, and his frequent sacrifices of truth to effect kept me in a questioning attitude very unlike the attitude of reverence in which I had listened to the Demosthenes of Great Britain.

At the Cambridge school, for the first time in my life, I enjoyed the companionship of seeing and hearing girls of my own age. I lived with several others in one of the pleasant houses connected with the school, the house where Mr. Howells used to live.

and we all had the advantage of home life. I joined them in many of their games, even blind man's buff and frolics in the snow; I took long walks with them; we discussed our studies and read aloud the things that interested us. Some of the girls learned to speak to me, so that Miss Sullivan did not have to repeat their conversation.

At Christmas, my mother and little sister spent the holidays with me, and Mr. Gilman kindly offered to let Mildred study in his school. So Mildred stayed with me in Cambridge, and for six happy months we were hardly ever apart. It makes me most happy to remember the hours we spent helping each other in study and sharing our recreation together.

I took my preliminary examinations for Radcliffe from the 29th of June to the 3rd of July in 1897. The subjects I offered were Elementary and Advanced German, French, Latin, English, and Greek and Roman history, making nine hours in all. I passed in everything, and received "honours" in German and English.

Perhaps an explanation of the method that was in use when I took my examinations will not be amiss here. The student was required to pass in sixteen hours — twelve hours being called elementary and four advanced. He had to pass five hours at a time to have them counted. The examination papers were given out at nine o'clock at Harvard and brought to Radcliffe by a special messenger. Each candidate was known, not by his name, but by a number. I was No. 233, but, as I had to use a typewriter, my identity could not be concealed.

It was thought advisable for me to have my

examinations in a room by myself, because the noise of the typewriter might disturb the other girls. Mr. Gilman read all the papers to me by means of the manual alphabet. A man was placed on guard at the door to prevent interruption.

The first day I had German. Mr. Gilman sat beside me and read the paper through first, then sentence by sentence, while I repeated the words aloud, to make sure that I understood him perfectly. The papers were difficult, and I felt very anxious as I wrote out my answers on the typewriter. Mr. Gilman spelled to me what I had written, and I made such changes as I thought necessary, and he inserted them. I wish to say here that I have not had this advantage since in any of my examinations. At Radcliffe no one reads the papers to me after they are written, and I have no opportunity to correct errors unless I finish before the time is up. In that case I correct only such mistakes as I can recall in the few minutes allowed, and make notes of these corrections at the end of my paper. If I passed with higher credit in the preliminaries than in the finals, there are two reasons. In the finals, no one read my work over to me, and in the preliminaries I offered subjects with some of which I was in a measure familiar before my work in the Cambridge school; for at the beginning of the year I had passed examinations in English, History, French and German, which Mr. Gilman gave me from previous Harvard papers.

Mr. Gilman sent my written work to the examiners with a certificate that I, candidate No. 233, had written the papers.

All the other preliminary examinations were con-

ducted in the same manner. None of them was so difficult as the first. I remember that the day the Latin paper was brought to us, Professor Schilling came in and informed me I had passed satisfactorily in German. This encouraged me greatly, and I sped on to the end of the ordeal with a light heart and a steady hand.

CHAPTER XIX

When I began my second year at the Gilman school, I was full of hope and determination to succeed. But during the first few weeks I was confronted with unforeseen difficulties. Mr. Gilman had agreed that that year I should study mathematics principally. I had physics, algebra, geometry, astronomy, Greek and Latin. Unfortunately, many of the books I needed had not been embossed in time for me to begin with the classes, and I lacked important apparatus for some of my studies. The classes I was in were very large, and it was impossible for the teachers to give me special instruction. Miss Sullivan was obliged to read all the books to me, and interpret for the instructors, and for the first time in eleven years it seemed as if her dear hand would not be equal to the task.

It was necessary for me to write algebra and geometry in class and solve problems in physics, and this I could not do until we bought a braille writer, by means of which I could put down the steps and processes of my work. I could not follow with my eyes the geometrical figures drawn on the blackboard, and my only means of getting a clear idea of them was to make them on a cushion with straight and curved wires, which had bent and pointed ends. I had to carry in my mind, as Mr. Keith says in his report, the lettering of the figures, the hypothesis and conclusion, the construction and the process of the proof. In a word, every study had its obstacles. Sometimes I lost all courage and betrayed my feel-

ings in a way I am ashamed to remember, especially as the signs of my trouble were afterward used against Miss Sullivan, the only person of all the kind friends I had there, who could make the crooked straight and the rough places smooth.

Little by little, however, my difficulties began to disappear. The embossed books and other apparatus arrived, and I threw myself into the work with renewed confidence. Algebra and geometry were the only studies that continued to defy my efforts to comprehend them. As I have said before, I had no aptitude for mathematics; the different points were not explained to me as fully as I wished. The geometrical diagrams were particularly vexing because I could not see the relation of the different parts to one another, even on the cushion. It was not until Mr. Keith taught me that I had a clear idea of mathematics.

I was beginning to overcome these difficulties when an event occurred which changed everything. Just before the books came, Mr. Gilman had begun to remonstrate with Miss Sullivan on the ground that I was working too hard, and in spite of my earnest protestations, he reduced the number of my recitations. At the beginning we had agreed that I should, if necessary, take five years to prepare for college, but at the end of the first year the success of my examinations showed Miss Sullivan, Miss Harbaugh (Mr. Gilman's head teacher), and one other, that I could without too much effort complete my preparation in two years more. Mr. Gilman at first agreed to this; but when my tasks had become somewhat perplexing, he insisted that I was overworked, and that I should remain at his

school three years longer. I did not like his plan, for I wished to enter college with my class.

On the seventeenth of November I was not very well, and did not go to school. Although Miss Sullivan knew that my indisposition was not serious, yet Mr. Gilman, on hearing of it, declared that I was breaking down and made changes in my studies which would have rendered it impossible for me to take my final examinations with my class. In the end the difference of opinion between Mr. Gilman and Miss Sullivan resulted in my mother's withdrawing my sister Mildred and me from the Cambridge School.

After some delay it was arranged that I should continue my studies under a tutor, Mr. Merton S. Keith, of Cambridge. Miss Sullivan and I spent the rest of the winter with our friends, the Chamberlins in Wrentham, twenty-five miles from Boston.

From February to July, 1898, Mr. Keith came out to Wrentham twice a week, and taught me algebra, geometry, Greek and Latin. Miss Sullivan interpreted his instruction.

In October, 1898, we returned to Boston. For eight months Mr. Keith gave me lessons five times a week, in periods of about an hour. He explained each time what I did not understand in the previous lesson, assigned new work, and took home with him the Greek exercises which I had written during the week on my typewriter, corrected them fully, and returned them to me.

In this way my preparation for college went on without interruption. I found it much easier and pleasanter to be taught by myself than to receive instruction in class. There was no hurry, no con-

fusion. My tutor had plenty of time to explain what I did not understand, so I got on faster and did better work than I ever did in school. I still found more difficulty in mastering problems in mathematics than I did in any other of my studies. I wish algebra and geometry had been half as easy as the languages and literature. But even mathematics Mr. Keith made interesting; he succeeded in whittling problems small enough to get through my brain. He kept my mind alert and eager, and trained it to reason clearly, and to seek conclusions calmly and logically, instead of jumping wildly into space and arriving nowhere. He was always gentle and forbearing, no matter how dull I might be, and believe me, my stupidity would often have exhausted the patience of Job.

On the 29th and 30th of June, 1899, I took my final examinations for Radcliffe College. The first day I had Elementary Greek and Advanced Latin, and the second day Geometry, Algebra and Advanced Greek.

The college authorities did not allow Miss Sullivan to read the examination papers to me: so Mr. Eugene C. Vining, one of the instructors at the Perkins Institution for the Blind, was employed to copy the papers for me in American braille. Mr. Vining was a stranger to me, and could not communicate with me, except by writing braille. The proctor was also a stranger, and did not attempt to communicate with me in any way.

The braille worked well enough in the languages, but when it came to geometry and algebra, difficulties arose. I was sorely perplexed, and felt discouraged wasting much precious time, especially in

algebra. It is true that I was familiar with all literary braille in common use in this country — English, American, and New York Point; but the various signs and symbols in geometry and algebra in the three systems are very different, and I had used only the English braille in my algebra.

Two days before the examinations, Mr. Vining sent me a braille copy of one of the old Harvard papers in algebra. To my dismay I found that it was in the American notation. I sat down immediately and wrote to Mr. Vining, asking him to explain the signs. I received another paper and a table of signs by return mail, and I set to work to learn the notation. But on the night before the algebra examination, while I was struggling over some very complicated examples, I could not tell the combinations of bracket, brace and radical. Both Mr. Keith and I were distressed and full of forebodings for the morrow; but we went over to the college a little before the examination began, and had Mr. Vining explain more fully the American symbols.

In geometry my chief difficulty was that I had always been accustomed to read the propositions in line print, or to have them spelled into my hand; and somehow, although the propositions were right before me, I found the braille confusing, and could not fix clearly in my mind what I was reading. But when I took up algebra I had a harder time still. The signs, which I had so lately learned, and which I thought I knew, perplexed me. Besides, I could not see what I wrote on my typewriter. I had always done my work in braille or in my head. Mr. Keith had relied too much on my ability to solve problems mentally, and had not trained me to write

examination papers. Consequently my work was painfully slow, and I had to read the examples over and over before I could form any idea of what I was required to do. Indeed, I am not sure now that I read all the signs correctly. I found it very hard to keep my wits about me.

But I do not blame any one. The administrative board of Radcliffe did not realize how difficult they were making my examinations, nor did they understand the peculiar difficulties I had to surmount. But if they unintentionally placed obstacles in my way, I have the consolation of knowing that I overcame them all.

CHAPTER XX

THE struggle for admission to college was ended and I could now enter Radcliffe whenever I pleased Before I entered college, however, it was thought best that I should study another year under Mr. Keith. It was not, therefore, until the fall of 1900 that my dream of going to college was realized.

I remember my first day at Radcliffe. It was a day full of interest for me. I had looked forward to it for years. A potent force within me, stronger than the persuasion of my friends, stronger even than the pleadings of my heart, had impelled me to try my strength by the standards of those who see and hear. I knew that there were obstacles in the way; but I was eager to overcome them. I had taken to heart the words of the wise Roman who said, "To be banished from Rome is but to live outside of Rome." Debarred from the great highways of knowledge, I was compelled to make the journey across country by unfrequented roads — that was all; and I knew that in college there were many by-paths where I could touch hands with girls who were thinking, loving and struggling like me.

I began my studies with eagerness. Before me I saw a new world opening in beauty and light, and I felt within me the capacity to know all things. In the wonderland of Mind I should be as free as another. Its people, scenery, manners, joys, tragedies should be living, tangible interpreters of the real world. The lecture-halls seemed filled with the spirit of the great and the wise, and I thought the

professors were the embodiment of wisdom. If I have since learned differently, I am not going to tell anybody.

But I soon discovered that college was not quite the romantic lyceum I had imagined. Many of the dreams that had delighted my young inexperience became beautifully less and "faded into the light of common day." Gradually I began to find that there were disadvantages in going to college.

The one I felt and still feel most is lack of time. I used to have time to think, to reflect, my mind and I. We would sit together of an evening and listen to the inner melodies of the spirit, which one hears only in leisure moments when the words of some loved poet touch a deep, sweet chord in the soul that until then had been silent. But in college there is no time to commune with one's thoughts. One goes to college to learn, it seems, not to think. When one enters the portals of learning, one leaves the dearest pleasures — solitude, books and imagination — outside with the whispering pines. I suppose I ought to find some comfort in the thought that I am laying up treasures for future enjoyment, but I am improvident enough to prefer present joy to hoarding riches against a rainy day.

My studies the first year were French, German, history, English composition and English literature. In the French course I read some of the works of Corneille, Molière, Racine, Alfred de Musset and Sainte-Beuve, and in the German those of Goethe and Schiller. I reviewed rapidly the whole period of history from the fall of the Roman Empire to the eighteenth century, and in English literature studied critically Milton's poems and "Areopagitica."

I am frequently asked how I overcome the peculiar conditions under which I work in college. In the classroom I am of course practically alone. The professor is as remote as if he were speaking through a telephone. The lectures are spelled into my hand as rapidly as possible, and much of the individuality of the lecturer is lost to me in the effort to keep in the race. The words rush through my hand like hounds in pursuit of a hare which they often miss. But in this respect I do not think I am much worse off than the girls who take notes. If the mind is occupied with the mechanical process of hearing and putting words on paper at pell-mell speed, I should not think one could pay much attention to the subject under consideration or the manner in which it is presented. I cannot make notes during the lectures, because my hands are busy listening. Usually I jot down what I can remember of them when I get home. I write the exercises, daily themes, criticisms and hour-tests, the mid-year and final examinations, on my typewriter, so that the professors have no difficulty in finding out how little I know. When I began the study of Latin prosody, I devised and explained to my professor a system of signs indicating the different meters and quantities.

I use the Hammond typewriter. I have tried many machines, and I find the Hammond is the best adapted to the peculiar needs of my work. With this machine movable type shuttles can be used, and one can have several shuttles, each with a different set of characters — Greek, French, or mathematical, according to the kind of writing one wishes to do on the typewriter. Without it, I doubt if I could go to college.

Very few of the books required in the various courses are printed for the blind, and I am obliged to have them spelled into my hand. Consequently I need more time to prepare my lessons than other girls. The manual part takes longer, and I have perplexities which they have not. There are days when the close attention I must give to details chafes my spirit, and the thought that I must spend hours reading a few chapters, while in the world without other girls are laughing and singing and dancing, makes me rebellious; but I soon recover my buoyancy and laugh the discontent out of my heart. For, after all, every one who wishes to gain true knowledge must climb the Hill Difficulty alone, and since there is no royal road to the summit, I must zigzag it in my own way. I slip back many times, I fall, I stand still, I run against the edge of hidden obstacles, I lose my temper and find it again and keep it better, I trudge on, I gain a little, I feel encouraged, I get more eager and climb higher and begin to see the widening horizon. Every struggle is a victory. One more effort and I reach the luminous cloud, the blue depths of the sky, the uplands of my desire. I am not always alone, however, in these struggles. Mr. William Wade and Mr. E. E. Allen, Principal of the Pennsylvania Institution for the Instruction of the Blind, get for me many of the books I need in raised print. Their thoughtfulness has been more of a help and encouragement to me than they can ever know.

Last year, my second year at Radcliffe, I studied English composition, the Bible as English literature, the governments of America and Europe, the Odes of Horace, and Latin comedy. The class in composi-

tion was the pleasantest. It was very lively. The lectures were always interesting, vivacious, witty; for the instructor, Mr. Charles Townsend Copeland, more than any one else I have had until this year, brings before you literature in all its original freshness and power. For one short hour you are permitted to drink in the eternal beauty of the old masters without needless interpretation or exposition. You revel in their fine thoughts. You enjoy with all your soul the sweet thunder of the Old Testament, forgetting the existence of Jahweh and Elohim; and you go home feeling that you have had "a glimpse of that perfection in which spirit and form dwell in immortal harmony; truth and beauty bearing a new growth on the ancient stem of time."

This year is the happiest because I am studying subjects that especially interest me, economics, Elizabethan literature, Shakespeare under Professor George L. Kittredge, and the History of Philosophy under Professor Josiah Royce. Through philosophy one enters with sympathy of comprehension into the traditions of remote ages and other modes of thought, which erewhile seemed alien and without reason.

But college is not the universal Athens I thought it was. There one does not meet the great and the wise face to face; one does not even feel their living touch. They are there, it is true; but they seem mummified. We must extract them from the crannied wall of learning and dissect and analyze them before we can be sure that we have a Milton or an Isaiah, and not merely a clever imitation. Many scholars forget, it seems to me, that our enjoyment of the great works of literature depends more upon

the depth of our sympathy than upon our understanding. The trouble is that very few of their laborious explanations stick in the memory. The mind drops them as a branch drops its overripe fruit. It is possible to know a flower, root and stem and all, and all the processes of growth, and yet to have no appreciation of the flower fresh bathed in heaven's dew. Again and again I ask impatiently, "Why concern myself with these explanations and hypotheses?" They fly hither and thither in my thought like blind birds beating the air with ineffectual wings. I do not mean to object to a thorough knowledge of the famous works we read. I object only to the interminable comments and bewildering criticisms that teach but one thing: there are as many opinions as there are men. But when a great scholar like Professor Kittredge interprets what the master said, it is "as if new sight were given the blind." He brings back Shakespeare, the poet.

There are, however, times when I long to sweep away half the things I am expected to learn; for the overtaxed mind cannot enjoy the treasure it has secured at the greatest cost. It is impossible, I think, to read in one day four or five different books in different languages and treating of widely different subjects, and not lose sight of the very ends for which one reads. When one reads hurriedly and nervously, having in mind written tests and examinations, one's brain becomes encumbered with a lot of choice bric-à-brac for which there seems to be little use. At the present time my mind is so full of heterogeneous matter that I almost despair of ever being able to put it in order. Whenever I enter the region that was the kingdom of my mind I feel like

the proverbial bull in the china shop. A thousand odds and ends of knowledge come crashing about my head like hailstones, and when I try to escape them, theme-goblins and college nixies of all sorts pursue me, until I wish — oh, may I be forgiven the wicked wish! — that I might smash the idols I came to worship.

But the examinations are the chief bugbears of my college life. Although I have faced them many times and cast them down and made them bite the dust, yet they rise again and menace me with pale looks, until like Bob Acres I feel my courage oozing out at my finger ends. The days before these ordeals take place are spent in cramming your mind with mystic formulæ and indigestible dates — unpalatable diets, until you wish that books and science and you were buried in the depths of the sea.

At last the dreaded hour arrives, and you are a favoured being indeed if you feel prepared, and are able at the right time to call to you standard thoughts that will aid you in that supreme effort. It happens too often that your trumpet call is unheeded. It is most perplexing and exasperating that just at the moment when you need your memory and a nice sense of discrimination, these faculties take to themselves wings and fly away. The facts you have garnered with such infinite trouble invariably fail you at a pinch.

"Give a brief account of Huss and his work." Huss? Who was he and what did he do? The name looks strangely familiar. You ransack your budget of historic facts much as you would hunt for a bit of silk in a rag-bag. You are sure it is somewhere in your mind near the top — you saw it there

the other day when you were looking up the beginnings of the Reformation. But where is it now? You fish out all manner of odds and ends of knowledge — revolutions, schisms, massacres, systems of government; but Huss — where is he? You are amazed at all the things you know which are not on the examination paper. In desperation you seize the budget and dump everything out, and there in a corner is your man, serenely brooding on his own private thought, unconscious of the catastrophe which he has brought upon you.

Just then the proctor informs you that the time is up. With a feeling of intense disgust you kick the mass of rubbish into a corner and go home, your head full of revolutionary schemes to abolish the divine right of professors to ask questions without the consent of the questioned.

It comes over me that in the last two or three pages of this chapter I have used figures which will turn the laugh against me. Ah, here they are — the mixed metaphors mocking and strutting about before me, pointing to the bull in the china shop assailed by hailstones and the bugbears with pale looks, an unanalyzed species! Let them mock on. The words describe so exactly the atmosphere of jostling, tumbling ideas I live in that I will wink at them for once, and put on a deliberate air to say that my ideas of college have changed.

While my days at Radcliffe were still in the future, they were encircled with a halo of romance, which they have lost; but in the transition from romantic to actual I have learned many things I should never have known had I not tried the experiment. One of them is the precious science of patience, which

teaches us that we should take our education as we would take a walk in the country, leisurely, our minds hospitably open to impressions of every sort. Such knowledge floods the soul unseen with a soundless tidal wave of deepening thought. "Knowledge is power." Rather, knowledge is happiness, because to have knowledge — broad, deep knowledge — is to know true ends from false, and lofty things from low. To know the thoughts and deeds that have marked man's progress is to feel the great heart-throbs of humanity through the centuries; and if one does not feel in these pulsations a heavenward striving, one must indeed be deaf to the harmonies of life

CHAPTER XXI

I HAVE thus far sketched the events of my life, but I have not shown how much I have depended on books not only for pleasure and for the wisdom they bring to all who read, but also for that knowledge which comes to others through their eyes and their ears. Indeed, books have meant so much more in my education than in that of others, that I shall go back to the time when I began to read.

I read my first connected story in May, 1887, when I was seven years old, and from that day to this I have devoured everything in the shape of a printed page that has come within the reach of my hungry finger tips. As I have said, I did not study regularly during the early years of my education; nor did I read according to rule.

At first I had only a few books in raised print — "readers" for beginners, a collection of stories for children, and a book about the earth called "Our World." I think that was all; but I read them over and over, until the words were so worn and pressed I could scarcely make them out. Sometimes Miss Sullivan read to me, spelling into my hand little stories and poems that she knew I should understand; but I preferred reading myself to being read to, because I liked to read again and again the things that pleased me.

It was during my first visit to Boston that I really began to read in good earnest. I was permitted to spend a part of each day in the Institution library, and to wander from bookcase to bookcase,

and take down whatever book my fingers lighted upon. And read I did, whether I understood one word in ten or two words on a page. The words themselves fascinated me; but I took no conscious account of what I read. My mind must, however, have been very impressionable at that period, for it retained many words and whole sentences, to the meaning of which I had not the faintest clue; and afterward, when I began to talk and write, these words and sentences would flash out quite naturally, so that my friends wondered at the richness of my vocabulary. I must have read parts of many books (in those early days I think I never read any one book through) and a great deal of poetry in this uncomprehending way, until I discovered "Little Lord Fauntleroy," which was the first book of any consequence I read understandingly.

One day my teacher found me in a corner of the library pouring over the pages of "The Scarlet Letter." I was then about eight years old. I remember she asked me if I liked little Pearl, and explained some of the words that had puzzled me. Then she told me that she had a beautiful story about a little boy which she was sure I should like better than "The Scarlet Letter." The name of the story was "Little Lord Fauntleroy," and she promised to read it to me the following summer. But we did not begin the story until August; the first few weeks of my stay at the seashore were so full of discoveries and excitement that I forgot the very existence of books. Then my teacher went to visit some friends in Boston, leaving me for a short time.

When she returned almost the first thing we did was to begin the story of "Little Lord Fauntleroy."

I recall distinctly the time and place when we read the first chapters of the fascinating child's story. It was a warm afternoon in August. We were sitting together in a hammock which swung from two solemn pines at a short distance from the house. We had hurried through the dish-washing after luncheon, in order that we might have as long an afternoon as possible for the story. As we hastened through the long grass toward the hammock, the grasshoppers swarmed about us and fastened themselves on our clothes, and I remember that my teacher insisted upon picking them all off before we sat down, which seemed to me an unnecessary waste of time. The hammock was covered with pine needles, for it had not been used while my teacher was away. The warm sun shone on the pine trees and drew out all their fragrance. The air was balmy, with a tang of the sea in it. Before we began the story Miss Sullivan explained to me the things that she knew I should not understand, and as we read on she explained the unfamiliar words. At first there were many words I did not know, and the reading was constantly interrupted; but as soon as I thoroughly comprehended the situation, I became too eagerly absorbed in the story to notice mere words, and I am afraid I listened impatiently to the explanations that Miss Sullivan felt to be necessary. When her fingers were too tired to spell another word, I had for the first time a keen sense of my deprivations. I took the book in my hands and tried to feel the letters with an intensity of longing that I can never forget.

Afterward, at my eager request, Mr. Anagnos had this story embossed, and I read it again and again.

until I almost knew it by heart; and all through my childhood "Little Lord Fauntleroy" was my sweet and gentle companion. I have given these details at the risk of being tedious, because they are in such vivid contrast with my vague, mutable and confused memories of earlier reading.

From "Little Lord Fauntleroy" I date the beginning of my true interest in books. During the next two years I read many books at my home and on my visits to Boston. I cannot remember what they all were, or in what order I read them; but I know that among them were "Greek Heroes," La Fontaine's "Fables," Hawthorne's "Wonder Book," "Bible Stories," Lamb's "Tales from Shakespeare," "A Child's History of England" by Dickens, "The Arabian Nights," "The Swiss Family Robinson," "The Pilgrim's Progress," "Robinson Crusoe," "Little Women," and "Heidi," a beautiful little story which I afterward read in German. I read them in the intervals between study and play with an ever-deepening sense of pleasure. I did not study nor analyze them — I did not know whether they were well written or not; I never thought about style or authorship. They laid their treasures at my feet, and I accepted them as we accept the sunshine and the love of our friends. I loved "Little Women" because it gave me a sense of kinship with girls and boys who could see and hear. Circumscribed as my life was in so many ways, I had to look between the covers of books for news of the world that lay outside my own.

I did not care especially for "The Pilgrim's Progress," which I think I did not finish, or for the "Fables." I read La Fontaine's "Fables" first in

an English translation, and enjoyed them only after a half-hearted fashion. Later I read the book again in French, and I found that, in spite of the vivid word-pictures, and the wonderful mastery of language, I liked it no better. I do not know why it is, but stories in which animals are made to talk and act like human beings have never appealed to me very strongly. The ludicrous caricatures of the animals occupy my mind to the exclusion of the moral.

Then, again, La Fontaine seldom, if ever, appeals to our higher moral sense. The highest chords he strikes are those of reason and self-love. Through all the fables runs the thought that man's morality springs wholly from self-love, and that if that self-love is directed and restrained by reason, happiness must follow. Now, so far as I can judge, self-love is the root of all evil; but, of course, I may be wrong, for La Fontaine had greater opportunities of observing men than I am likely ever to have. I do not object so much to the cynical and satirical fables as to those in which momentous truths are taught by monkeys and foxes.

But I love "The Jungle Book" and "Wild Animals I Have Known." I feel a genuine interest in the animals themselves, because they are real animals and not caricatures of men. One sympathizes with their loves and hatreds, laughs over their comedies, and weeps over their tragedies. And if they point a moral, it is so subtle that we are not conscious of it.

My mind opened naturally and joyously to a conception of antiquity. Greece, ancient Greece, exercised a mysterious fascination over me. In my fancy the pagan gods and goddesses still walked on

earth and talked face to face with men, and in my heart I secretly built shrines to those I loved best. I knew and loved the whole tribe of nymphs and heroes and demigods — no, not quite all, for the cruelty and greed of Medea and Jason were too monstrous to be forgiven, and I used to wonder why the gods permitted them to do wrong and then punished them for their wickedness. And the mystery is still unsolved. I often wonder how

> God can dumbness keep
> While Sin creeps grinning through His house of Time.

It was the Iliad that made Greece my paradise. I was familiar with the story of Troy before I read it in the original, and consequently I had little difficulty in making the Greek words surrender their treasures after I had passed the borderland of grammar. Great poetry, whether written in Greek, or in English, needs no other interpreter than a responsive heart. Would that the host of those who make the great works of the poets odious by their analysis, impositions and laborious comments might learn this simple truth! It is not necessary that one should be able to define every word and give it its principal parts and its grammatical position in the sentence in order to understand and appreciate a fine poem. I know my learned professors have found greater riches in the Iliad than I shall ever find; but I am not avaricious. I am content that others should be wiser than I. But with all their wide and comprehensive knowledge, they cannot measure their enjoyment of that splendid epic, nor can I. When I read the finest passages of the Iliad, I am conscious of a soul-sense that lifts me above

the narrow, cramping circumstances of my life. My physical limitations are forgotten — my world lies upward, the length and the breadth and the sweep of the heavens are mine!

My admiration for the Æneid is not so great, but it is none the less real. I read it as much as possible without the help of notes or dictionary, and I always like to translate the episodes that pleased me especially. The word-painting of Virgil is wonderful sometimes; but his gods and men move through the scenes of passion and strife and pity and love like the graceful figures in an Elizabethan masque, whereas in the Iliad they give three leaps and go on singing. Virgil is serene and lovely like a marble Apollo in the moonlight; Homer is a beautiful, animated youth in the full sunlight with the wind in his hair.

How easy it is to fly on paper wings! From "Greek Heroes" to the Iliad was no day's journey, nor was it altogether pleasant. One could have traveled round the world many times while I trudged my weary way through the labyrinthine mazes of grammars and dictionaries, or fell into those dreadful pitfalls called examinations, set by schools and colleges for the confusion of those who seek after knowledge. I suppose this sort of Pilgrim's Progress was justified by the end; but it seemed interminable to me, in spite of the pleasant surprises that met me now and then at a turn in the road.

I began to read the Bible long before I could understand it. Now it seems strange to me that there should have been a time when my spirit was deaf to its wondrous harmonies; but I remember well a

rainy Sunday morning when, having nothing else to do, I begged my cousin to read me a story out of the Bible. Although she did not think I should understand, she began to spell into my hand the story of Joseph and his brothers. Somehow it failed to interest me. The unusual language and repetition made the story seem unreal and far away in the land of Canaan, and I fell asleep and wandered off to the land of Nod, before the brothers came with the coat of many colours unto the tent of Jacob and told their wicked lie! I cannot understand why the stories of the Greeks should have been so full of charm for me, and those of the Bible so devoid of interest, unless it was that I had made the acquaintance of several Greeks in Boston and been inspired by their enthusiasm for the stories of their country; whereas I had not met a single Hebrew or Egyptian, and therefore concluded that they were nothing more than barbarians, and the stories about them were probably all made up, which hypothesis explained the repetitions and the queer names. Curiously enough, it never occurred to me to call Greek patronymics "queer."

But how shall I speak of the glories I have since discovered in the Bible? For years I have read it with an ever-broadening sense of joy and inspiration; and I love it as I love no other book. Still there is much in the Bible against which every instinct of my being rebels, so much that I regret the necessity which has compelled me to read it through from beginning to end. I do not think that the knowledge which I have gained of its history and sources compensates me for the unpleasant details it has forced upon my attention. For my part, I

wish, with Mr. Howells, that the literature of the past might be purged of all that is ugly and barbarous in it, although I should object as much as any one to having these great works weakened or falsified.

There is something impressive, awful, in the simplicity and terrible directness of the book of Esther Could there be anything more dramatic than the scene in which Esther stands before her wicked lord? She knows her life is in his hands; there is no one to protect her from his wrath. Yet, conquering her woman's fear, she approaches him, animated by the noblest patriotism, having but one thought: "If I perish, I perish; but if I live, my people shall live."

The story of Ruth, too — how Oriental it is! Yet how different is the life of these simple country folks from that of the Persian capital! Ruth is so loyal and gentle-hearted, we cannot help loving her, as she stands with the reapers amid the waving corn. Her beautiful, unselfish spirit shines out like a bright star in the night of a dark and cruel age. Love like Ruth's, love which can rise above conflicting creeds and deep-seated racial prejudices, is hard to find in all the world.

The Bible gives me a deep, comforting sense that "things seen are temporal, and things unseen are eternal."

I do not remember a time since I have been capable of loving books that I have not loved Shakespeare. I cannot tell exactly when I began Lamb's "Tales from Shakespeare"; but I know that I read them at first with a child's understanding and a child's wonder. "Macbeth" seems to have impressed me most. One reading was sufficient to

stamp every detail of the story upon my memory forever. For a long time the ghosts and witches pursued me even into Dreamland. I could see, absolutely see, the dagger and Lady Macbeth's little white hand — the dreadful stain was as real to me as to the grief-stricken queen.

I read "King Lear" soon after "Macbeth," and I shall never forget the feeling of horror when I came to the scene in which Gloucester's eyes are put out. Anger seized me, my fingers refused to move, I sat rigid for one long moment, the blood throbbing in my temples, and all the hatred that a child can feel concentrated in my heart.

I must have made the acquaintance of Shylock and Satan about the same time, for the two characters were long associated in my mind. I remember that I was sorry for them. I felt vaguely that they could not be good even if they wished to, because no one seemed willing to help them or to give them a fair chance. Even now I cannot find it in my heart to condemn them utterly. There are moments when I feel that the Shylocks, the Judases, and even the Devil, are broken spokes in the great wheel of good which shall in due time be made whole.

It seems strange that my first reading of Shakespeare should have left me so many unpleasant memories. The bright, gentle, fanciful plays — the ones I like best now — appear not to have impressed me at first, perhaps because they reflected the habitual sunshine and gaiety of a child's life. But "there is nothing more capricious than the memory of a child: what it will hold, and what it will lose."

I have since read Shakespeare's plays many

times and know parts of them by heart, but I cannot tell which of them I like best. My delight in them is as varied as my moods. The little songs and the sonnets have a meaning for me as fresh and wonderful as the dramas. But, with all my love for Shakespeare, it is often weary work to read all the meanings into his lines which critics and commentators have given them. I used to try to remember their interpretations, but they discouraged and vexed me, so I made a secret compact with myself not to try any more. This compact I have only just broken in my study of Shakespeare under Professor Kittredge. I know there are many things in Shakespeare, and in the world, that I do not understand; and I am glad to see veil after veil lift gradually, revealing new realms of thought and beauty.

Next to poetry I love history. I have read every historical work that I have been able to lay my hands on, from a catalogue of dry facts and dryer dates to Green's impartial, picturesque "History of the English People"; from Freeman's "History of Europe" to Emerton's "Middle Ages." The first book that gave me any real sense of the value of history was Swinton's "World's History," which I received on my thirteenth birthday. Though I believe it is no longer considered valid, yet I have kept it ever since as one of my treasures. From it I learned how the races of men spread from land to land and built great cities, how a few great rulers, earthly Titans, put everything under their feet, and with a decisive word opened the gates of happiness for millions and closed them upon millions more; how different nations pioneered in art and knowledge and broke ground for the mightier growths of coming

ages; how civilization underwent, as it were, the holocaust of a degenerate age, and rose again, like the Phœnix, among the nobler sons of the North; and how by liberty, tolerance and education the great and the wise have opened the way for the salvation of the whole world.

In my college reading I have become somewhat familiar with French and German literature. The German puts strength before beauty, and truth before convention, both in life and in literature. There is a vehement, sledge-hammer vigor about everything that he does. When he speaks, it is not to impress others, but because his heart would burst if he did not find an outlet for the thoughts that burn in his soul.

Then, too, there is in German literature a fine reserve which I like; but its chief glory is the recognition I find in it of the redeeming potency of woman's self-sacrificing love. This thought pervades all German literature and is mystically expressed in Goethe's "Faust":

> All things transitory
> But as symbols are sent
> Earth's insufficiency
> Here grows to event.
> The indescribable
> Here it is done.
> The Woman Soul leads us upward and on!

Of all the French writers that I have read, I like Molière and Racine best. There are fine things in Balzac and passages in Mérimée which strike one like a keen blast of sea air. Alfred de Musset is impossible! I admire Victor Hugo — I appreciate his genius, his brilliancy, his romanticism; though he

is not one of my literary passions. But Hugo and Goethe and Schiller and all great poets of all great nations are interpreters of eternal things, and my spirit reverently follows them into the regions where Beauty and Truth and Goodness are one.

I am afraid I have written too much about my book-friends, and yet I have mentioned only the authors I love most; and from this fact one might easily suppose that my circle of friends was very limited and undemocratic, which would be a very wrong impression. I like many writers for many reasons — Carlyle for his ruggedness and scorn of shams; Wordsworth, who teaches the oneness of man and nature; I find an exquisite pleasure in the oddities and surprises of Hood, in Herrick's quaintness and the palpable scent of lily and rose in his verses; I like Whittier for his enthusiasms and moral rectitude. I knew him, and the gentle remembrance of our friendship doubles the pleasure I have in reading his poems. I love Mark Twain — who does not? The gods, too, loved him and put into his heart all manner of wisdom; then, fearing lest he should become a pessimist, they spanned his mind with a rainbow of love and faith. I like Scott for his freshness, dash and large honesty. I love all writers whose minds, like Lowell's, bubble up in the sunshine of optimism — fountains of joy and good will, with occasionally a splash of anger and here and there a healing spray of sympathy and pity.

In a word, literature is my Utopia. Here I am not disfranchised. No barrier of the senses shuts me out from the sweet, gracious discourse of my book-friends. They talk to me without embarrass-

ment or awkwardness. The things I have learned and the things I have been taught seem of ridiculously little importance compared with their "large loves and heavenly charities."

CHAPTER XXII

I TRUST that my readers have not concluded from the preceding chapter on books that reading is my only pleasure; my pleasures and amusements are many and varied.

More than once in the course of my story I have referred to my love of the country and out-of-door sports. When I was quite a little girl, I learned to row and swim, and during the summer, when I am at Wrentham, Massachusetts, I almost live in my boat. Nothing gives me greater pleasure than to take my friends out rowing when they visit me. Of course, I cannot guide the boat very well. Some one usually sits in the stern and manages the rudder while I row. Sometimes, however, I go rowing without the rudder. It is fun to try to steer by the scent of watergrasses and lilies, and of bushes that grow on the shore. I use oars with leather bands, which keep them in position in the oarlocks, and I know by the resistance of the water when the oars are evenly poised. In the same manner I can also tell when I am pulling against the current. I like to contend with wind and wave. What is more exhilarating than to make your staunch little boat, obedient to your will and muscle, go skimming lightly over glistening, tilting waves, and to feel the steady, imperious surge of the water!

I also enjoy canoeing, and I suppose you will smile when I say that I especially like it on moonlight nights. I cannot, it is true, see the moon climb up the sky behind the pines and steal softly

across the heavens, making a shining path for us to follow; but I know she is there, and as I lie back among the pillows and put my hand in the water, I fancy that I feel the shimmer of her garments as she passes. Sometimes a daring little fish slips between my fingers, and often a pond-lily presses shyly against my hand. Frequently, as we emerge from the shelter of a cove or inlet, I am suddenly conscious of the spaciousness of the air about me. A luminous warmth seems to enfold me. Whether it comes from the trees which have been heated by the sun, or from the water, I can never discover. I have had the same strange sensation even in the heart of the city. I have felt it on cold, stormy days and at night. It is like the kiss of warm lips on my face.

My favourite amusement is sailing. In the summer of 1901 I visited Nova Scotia, and had opportunities such as I had not enjoyed before to make the acquaintance of the ocean. After spending a few days in Evangeline's country, about which Longfellow's beautiful poem has woven a spell of enchantment, Miss Sullivan and I went to Halifax, where we remained the greater part of the summer. The harbour was our joy, our paradise. What glorious sails we had to Bedford Basin, to McNabb's Island, to York Redoubt, and to the Northwest Arm! And at night what soothing, wondrous hours we spent in the shadow of the great, silent men-of-war. Oh, it was all so interesting, so beautiful! The memory of it is a joy forever.

One day we had a thrilling experience. There was a regatta in the Northwest Arm, in which the boats from the different warships were engaged. We went in a sail-boat along with many others to

watch the races. Hundreds of little sail-boats swung to and fro close by, and the sea was calm. When the races were over, and we turned our faces homeward, one of the party noticed a black cloud drifting in from the sea, which grew and spread and thickened until it covered the whole sky. The wind rose, and the waves chopped angrily at unseen barriers. Our little boat confronted the gale fearlessly; with sails spread and ropes taut, she seemed to sit upon the wind. Now she swirled in the billows, now she sprang upward on a gigantic wave, only to be driven down with angry howl and hiss. Down came the mainsail. Tacking and jibbing, we wrestled with opposing winds that drove us from side to side with impetuous fury. Our hearts beat fast, and our hands trembled with excitement, not fear; for we had the hearts of vikings, and we knew that our skipper was master of the situation. He had steered through many a storm with firm hand and sea-wise eye. As they passed us, the large craft and the gunboats in the harbour saluted and the seamen shouted applause for the master of the only little sail-boat that ventured out into the storm. At last, cold, hungry and weary, we reached our pier.

Last summer I spent in one of the loveliest nooks of one of the most charming villages in New England. Wrentham, Massachusetts, is associated with nearly all of my joys and sorrows. For many years Red Farm, by King Philip's Pond, the home of Mr. J. E. Chamberlin and his family, was my home. I remember with deepest gratitude the kindness of these dear friends and the happy days I spent with them. The sweet companionship of their children meant much to me. I joined in all their sports

and rambles through the woods and frolics in the water. The prattle of the little ones and their pleasure in the stories I told them of elf and gnome, of hero and wily bear, are pleasant things to remember. Mr. Chamberlin initiated me into the mysteries of tree and wild-flower, until with the little ear of love I heard the flow of sap in the oak, and saw the sun glint from leaf to leaf. Thus it is that

> Even as the roots, shut in the darksome earth,
> Share in the tree-top's joyance, and conceive
> Of sunshine and wide air and wingéd things,
> By sympathy of nature, so do I

have evidence of things unseen.

It seems to me that there is in each of us a capacity to comprehend the impressions and emotions which have been experienced by mankind from the beginning. Each individual has a subconscious memory of the green earth and murmuring waters, and blindness and deafness cannot rob him of this gift from past generations. This inherited capacity is a sort of sixth sense — a soul-sense which sees, hears, feels, all in one.

I have many tree friends in Wrentham. One of them, a splendid oak, is the special pride of my heart. I take all my other friends to see this king-tree. It stands on a bluff overlooking King Philip's Pond, and those who are wise in tree lore say it must have stood there eight hundred or a thousand years. There is a tradition that under this tree King Philip, the heroic Indian Chief, gazed his last on earth and sky.

I had another tree friend, gentle and more approachable than the great oak — a linden that grew

in the dooryard at Red Farm. One afternoon, during a terrible thunderstorm, I felt a tremendous crash against the side of the house and knew, even before they told me, that the linden had fallen. We went out to see the hero that had withstood so many tempests, and it wrung my heart to see him prostrate who had mightily striven and was now mightily fallen.

But I must not forget that I was going to write about last summer in particular. As soon as my examinations were over, Miss Sullivan and I hastened to this green nook, where we have a little cottage on one of the three lakes for which Wrentham is famous. Here the long, sunny days were mine, and all thoughts of work and college and the noisy city were thrust into the background. In Wrentham we caught echoes of what was happening in the world — war, alliance, social conflict. We heard of the cruel, unnecessary fighting in the far-away Pacific, and learned of the struggles going on between capital and labour. We knew that beyond the border of our Eden men were making history by the sweat of their brows when they might better make a holiday. But we little heeded these things. These things would pass away; here were lakes and woods, and broad daisy-starred fields and sweet-breathed meadows, and they shall endure forever.

People who think that all sensations reach us through the eye and the ear have expressed surprise that I should notice any difference, except possibly the absence of pavements, between walking in city streets and in country roads. They forget that my whole body is alive to the conditions about me. The rumble and roar of the city smite the nerves of my

face, and I feel the ceaseless tramp of an unseen multitude, and the dissonant tumult frets my spirit. The grinding of heavy wagons on hard pavements and the monotonous clangour of machinery are all the more torturing to the nerves if one's attention is not diverted by the panorama that is always present in the noisy streets to people who can see.

In the country one sees only Nature's fair works, and one's soul is not saddened by the cruel struggle for mere existence that goes on in the crowded city. Several times I have visited the narrow, dirty streets where the poor live, and I grow hot and indignant to think that good people should be content to live in fine houses and become strong and beautiful, while others are condemned to live in hideous, sunless tenements and grow ugly, withered and cringing. The children who crowd these grimy alleys, half-clad and underfed, shrink away from your outstretched hand as if from a blow. Dear little creatures, they crouch in my heart and haunt me with a constant sense of pain. There are men and women, too, all gnarled and bent out of shape. I have felt their hard, rough hands and realized what an endless struggle their existence must be — no more than a series of scrimmages, thwarted attempts to do something. Their life seems an immense disparity between effort and opportunity. The sun and the air are God's free gifts to all, we say; but are they so? In yonder city's dingy alleys the sun shines not, and the air is foul. Oh, man, how dost thou forget and obstruct thy brother man, and say, "Give us this day our daily bread," when he has none! Oh, would that men would leave the city, its splendour and its tumult and its gold, and return to wood and

field and simple, honest living! Then would their children grow stately as noble trees, and their thoughts sweet and pure as wayside flowers. It is impossible not to think of all this when I return to the country after a year of work in town.

What a joy it is to feel the soft, springy earth under my feet once more, to follow grassy roads that lead to ferny brooks where I can bathe my fingers in a cataract of rippling notes, or to clamber over a stone wall into green fields that tumble and roll and climb in riotous gladness!

Next to a leisurely walk I enjoy a "spin" on my tandem bicycle. It is splendid to feel the wind blowing in my face and the springy motion of my iron steed. The rapid rush through the air gives me a delicious sense of strength and buoyancy, and the exercise makes my pulses dance and my heart sing.

Whenever it is possible, my dog accompanies me on a walk or ride or sail. I have had many dog friends — huge mastiffs, soft-eyed spaniels, wood-wise setters and honest, homely bull terriers. At present the lord of my affections is one of these bull terriers. He has a long pedigree, a crooked tail and the drollest "phiz" in dogdom. My dog friends seem to understand my limitations, and always keep close beside me when I am alone. I love their affectionate ways and the eloquent wag of their tails.

When a rainy day keeps me indoors, I amuse myself after the manner of other girls. I like to knit and crochet; I read in the happy-go-lucky way I love, here and there a line; or perhaps I play a game or two of checkers or chess with a friend. I have a special board on which I play these games

The squares are cut out, so that the men stand in them firmly. The black checkers are flat and the white ones curved on top. Each checker has a hole in the middle in which a brass knob can be placed to distinguish the king from the commons. The chessmen are of two sizes, the white larger than the black, so that I have no trouble in following my opponent's manœuvers by moving my hands lightly over the board after a play. The jar made by shifting the men from one hole to another tells me when it is my turn.

If I happen to be all alone and in an idle mood, I play a game of solitaire, of which I am very fond. I use playing cards marked in the upper right-hand corner with braille symbols which indicate the value of the card.

If there are children around, nothing pleases me so much as to frolic with them. I find even the smallest child excellent company, and I am glad to say that children usually like me. They lead me about and show me the things they are interested in. Of course the little ones cannot spell on their fingers; but I manage to read their lips. If I do not succeed they resort to dumb show. Sometimes I make a mistake and do the wrong thing. A burst of childish laughter greets my blunder, and the pantomime begins all over again. I often tell them stories or teach them a game, and the wingéd hours depart and leave us good and happy.

Museums and art stores are also sources of pleasure and inspiration. Doubtless it will seem strange to many that the hand unaided by sight can feel action, sentiment, beauty in the cold marble; and yet it is true that I derive genuine pleasure from touching

great works of art. As my finger tips trace line and curve, they discover the thought and emotion which the artist has portrayed. I can feel in the faces of gods and heroes hate, courage and love, just as I can detect them in living faces I am permitted to touch. I feel in Diana's posture the grace and freedom of the forest and the spirit that tames the mountain lion and subdues the fiercest passions. My soul delights in the repose and gracious curves of the Venus; and in Barye's bronzes the secrets of the jungle are revealed to me.

A medallion of Homer hangs on the wall of my study, conveniently low, so that I can easily reach it and touch the beautiful, sad face with loving reverence. How well I know each line in that majestic brow — tracks of life and bitter evidences of struggle and sorrow; those sightless eyes seeking, even in the cold plaster, for the light and the blue skies of his beloved Hellas, but seeking in vain; that beautiful mouth, firm and true and tender. It is the face of a poet, and of a man acquainted with sorrow. Ah, how well I understand his deprivation — the perpetual night in which he dwelt —

> O dark, dark, dark, amid the blaze of noon,
> Irrecoverably dark, total eclipse
> Without all hope of day!

In imagination I can hear Homer singing, as with unsteady, hesitating steps he gropes his way from camp to camp — singing of life, of love, of war, of the splendid achievements of a noble race. It was a wonderful, glorious song, and it won the blind poet an immortal crown, the admiration of all ages.

I sometimes wonder if the hand is not more sensi-

tive to the beauties of sculpture than the eye. I should think the wonderful rhythmical flow of lines and curves could be more subtly felt than seen. Be this as it may, I know that I can feel the heart-throbs of the ancient Greeks in their marble gods and goddesses.

Another pleasure, which comes more rarely than the others, is going to the theatre. I enjoy having a play described to me while it is being acted on the stage far more than reading it, because then it seems as if I were living in the midst of stirring events. It has been my privilege to meet a few great actors and actresses who have the power of so bewitching you that you forget time and place and live again in the romantic past. I have been permitted to touch the face and costume of Miss Ellen Terry as she impersonated our ideal of a queen; and there was about her that divinity that hedges sublimest woe. Beside her stood Sir Henry Irving, wearing the symbols of kingship; and there was majesty of intellect in his every gesture and attitude and the royalty that subdues and overcomes in every line of his sensitive face. In the king's face, which he wore as a mask, there was a remoteness and inaccessibility of grief which I shall never forget.

I also know Mr. Jefferson. I am proud to count him among my friends I go to see him whenever I happen to be where he is acting. The first time I saw him act was while at school in New York. He played "Rip Van Winkle." I had often read the story, but I had never felt the charm of Rip's slow, quaint, kind ways as I did in the play. Mr. Jefferson's beautiful, pathetic representation quite carried me away with delight. I have a picture of old Rip

in my fingers which they will never lose. After the play Miss Sullivan took me to see him behind the scenes, and I felt of his curious garb and his flowing hair and beard. Mr. Jefferson let me touch his face so that I could imagine how he looked on waking from that strange sleep of twenty years, and he showed me how poor old Rip staggered to his feet.

I have also seen him in "The Rivals." Once while I was calling on him in Boston he acted the most striking parts of "The Rivals" for me. The reception-room where we sat served for a stage. He and his son seated themselves at the big table, and Bob Acres wrote his challenge. I followed all his movements with my hands, and caught the drollery of his blunders and gestures in a way that would have been impossible had it all been spelled to me. Then they rose to fight the duel, and I followed the swift thrusts and parries of the swords and the waverings of poor Bob as his courage oozed out at his finger ends. Then the great actor gave his coat a hitch and his mouth a twitch, and in an instant I was in the village of Falling Water and felt Schneider's shaggy head against my knee. Mr. Jefferson recited the best dialogues of "Rip Van Winkle," in which the tear came close upon the smile. He asked me to indicate as far as I could the gestures and action that should go with the lines. Of course, I have no sense whatever of dramatic action, and could make only random guesses; but with masterful art he suited the action to the word. The sigh of Rip as he murmurs, "Is a man so soon forgotten when he is gone?" the dismay with which he searches for dog and gun after his long sleep, and his comical irresolution over signing the contract with Derrick

— all these seem to be right out of life itself; that is, the ideal life, where things happen as we think they should.

I remember well the first time I went to the theatre. It was twelve years ago. Elsie Leslie, the little actress, was in Boston, and Miss Sullivan took me to see her in "The Prince and the Pauper." I shall never forget the ripple of alternating joy and woe that ran through that beautiful little play, or the wonderful child who acted it. After the play I was permitted to go behind the scenes and meet her in her royal costume. It would have been hard to find a lovelier or more lovable child than Elsie, as she stood with a cloud of golden hair floating over her shoulders, smiling brightly, showing no signs of shyness or fatigue, though she had been playing to an immense audience. I was only just learning to speak, and had previously repeated her name until I could say it perfectly. Imagine my delight when she understood the few words I spoke to her and without hesitation stretched her hand to greet me.

Is it not true, then, that my life with all its limitations touches at many points the life of the World Beautiful? Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.

Sometimes, it is true, a sense of isolation enfolds me like a cold mist as I sit alone and wait at life's shut gate. Beyond there is light, and music, and sweet companionship; but I may not enter. Fate, silent, pitiless, bars the way. Fain would I question his imperious decree; for my heart is still undisciplined and passionate; but my tongue will not utter the bitter, futile words that rise to my lips, and they

fall back into my heart like unshed tears. Silence sits immense upon my soul. Then comes hope with a smile and whispers, "There is joy in self-forgetfulness." So I try to make the light in others' eyes my sun, the music in others' ears my symphony, the smile on others' lips my happiness.

CHAPTER XXIII

WOULD that I could enrich this sketch with the names of all those who have ministered to my happiness! Some of them would be found written in our literature and dear to the hearts of many, while others would be wholly unknown to most of my readers. But their influence, though it escapes fame, shall live immortal in the lives that have been sweetened and ennobled by it. Those are red-letter days in our lives when we meet people who thrill us like a fine poem, people whose handshake is brimful of unspoken sympathy, and whose sweet, rich natures impart to our eager, impatient spirits a wonderful restfulness which, in its essence, is divine. The perplexities, irritations and worries that have absorbed us pass like unpleasant dreams, and we wake to see with new eyes and hear with new ears the beauty and harmony of God's real world. The solemn nothings that fill our everyday life blossom suddenly into bright possibilities. In a word, while such friends are near us we feel that all is well. Perhaps we never saw them before, and they may never cross our life's path again; but the influence of their calm, mellow natures is a libation poured upon our discontent, and we feel its healing touch, as the ocean feels the mountain stream freshening its brine.

I have often been asked, "Do not people bore you?" I do not understand quite what that means. I suppose the calls of the stupid and curious, especially of newspaper reporters, are always inoppor

tune. I also dislike people who try to talk down to my understanding. They are like people who when walking with you try to shorten their steps to suit yours; the hypocrisy in both cases is equally exasperating.

The hands of those I meet are dumbly eloquent to me. The touch of some hands is an impertinence. I have met people so empty of joy, that when I clasped their frosty finger-tips, it seemed as if I were shaking hands with a northeast storm. Others there are whose hands have sunbeams in them, so that their grasp warms my heart. It may be only the clinging touch of a child's hand; but there is as much potential sunshine in it for me as there is in a loving glance for others. A hearty handshake or a friendly letter gives me genuine pleasure.

I have many far-off friends whom I have never seen. Indeed they are so many that I have often been unable to reply to their letters; but I wish to say here that I am always grateful for their kind words, however insufficiently I acknowledge them.

I count it one of the sweetest privileges of my life to have known and conversed with many men of genius. Only those who knew Bishop Brooks can appreciate the joy his friendship was to those who possessed it. As a child I loved to sit on his knee and clasp his great hand with one of mine, while Miss Sullivan spelled into the other his beautiful words about God and the spiritual world. I heard him with a child's wonder and delight. My spirit could not reach up to his, but he gave me a real sense of joy in life, and I never left him without carrying away a fine thought that grew in beauty

and depth of meaning as I grew. Once, when I was puzzled to know why there were so many religions, he said: "There is one universal religion, Helen — the religion of love. Love your Heavenly Father with your whole heart and soul, love every child of God as much as ever you can, and remember that the possibilities of good are greater than the possibilities of evil; and you have the key to Heaven." And his life was a happy illustration of this great truth. In his noble soul love and widest knowledge were blended with faith that had become insight. He saw

> God in all that liberates and lifts,
> In all that humbles, sweetens and consoles.

Bishop Brooks taught me no special creed or dogma; but he impressed upon my mind two great ideas — the fatherhood of God and the brotherhood of man, and made me feel that these truths underlie all creeds and forms of worship. God is love, God is our Father, we are His children; therefore the darkest clouds will break, and though right be worsted, wrong shall not triumph.

I am too happy in this world to think much about the future, except to remember that I have cherished friends awaiting me there in God's beautiful Somewhere. In spite of the lapse of years, they seem so close to me that I should not think it strange if at any moment they should clasp my hand and speak words of endearment as they used to before they went away.

Since Bishop Brooks died I have read the Bible through; also some philosophical works on religion, among them Swedenborg's "Heaven and Hell"

and Drummond's "Ascent of Man," and I have found no creed or system more soul-satisfying than Bishop Brooks's creed of love. I knew Mr. Henry Drummond, and the memory of his strong, warm hand-clasp is like a benediction. He was the most sympathetic of companions. He knew so much and was so genial that it was impossible to feel dull in his presence.

I remember well the first time I saw Dr. Oliver Wendell Holmes. He had invited Miss Sullivan and me to call on him one Sunday afternoon. It was early in the spring, just after I had learned to speak. We were shown at once to his library where we found him seated in a big armchair by an open fire which glowed and crackled on the hearth, thinking, he said, of other days.

"And listening to the murmur of the River Charles," I suggested.

"Yes," he replied, "the Charles has many dear associations for me." There was an odour of print and leather in the room which told me that it was full of books, and I stretched out my hand instinctively to find them. My fingers lighted upon a beautiful volume of Tennyson's poems, and when Miss Sullivan told me what it was I began to recite:

> Break, break, break
> On thy cold gray stones, O sea!

But I stopped suddenly. I felt tears on my hand. I had made my beloved poet weep, and I was greatly distressed. He made me sit in his armchair, while he brought different interesting things for me to examine, and at his request I recited "The Chambered Nautilus," which was then my favorite

poem. After that I saw Dr. Holmes many times and learned to love the man as well as the poet.

One beautiful summer day, not long after my meeting with Dr. Holmes, Miss Sullivan and I visited Whittier in his quiet home on the Merrimac. His gentle courtesy and quaint speech won my heart. He had a book of his poems in raised print from which I read "In School Days." He was delighted that I could pronounce the words so well, and said that he had no difficulty in understanding me. Then I asked many questions about the poem, and read his answers by placing my fingers on his lips. He said he was the little boy in the poem, and that the girl's name was Sally, and more which I have forgotten. I also recited "Laus Deo," and as I spoke the concluding verses, he placed in my hands a statue of a slave from whose crouching figure the fetters were falling, even as they fell from Peter's limbs when the angel led him forth out of prison. Afterward we went into his study, and he wrote his autograph for my teacher [1] and expressed his admiration of her work, saying to me, "She is thy spiritual liberator." Then he led me to the gate and kissed me tenderly on my forehead. I promised to visit him again the following summer; but he died before the promise was fulfilled.

Dr. Edward Everett Hale is one of my very oldest friends. I have known him since I was eight, and my love for him has increased with my years. His wise, tender sympathy has been the support of Miss Sullivan and me in times of trial and sorrow, and his

[1] "With great admiration of thy noble work in releasing from bondage the mind of thy dear pupil, I am truly thy friend, JOHN G. WHITTIER."

strong hand has helped us over many rough places; and what he has done for us he has done for thousands of those who have difficult tasks to accomplish. He has filled the old skins of dogma with the new wine of love, and shown men what it is to believe, live and be free. What he has taught we have seen beautifully expressed in his own life — love of country, kindness to the least of his brethren, and a sincere desire to live upward and onward. He has been a prophet and an inspirer of men, and a mighty doer of the Word, the friend of all his race — God bless him!

I have already written of my first meeting with Dr. Alexander Graham Bell. Since then I have spent many happy days with him at Washington and at his beautiful home in the heart of Cape Breton Island, near Baddeck, the village made famous by Charles Dudley Warner's book. Here in Dr. Bell's laboratory, or in the fields on the shore of the great Bras d'Or, I have spent many delightful hours listening to what he had to tell me about his experiments, and helping him fly kites by means of which he expects to discover the laws that shall govern the future air-ship. Dr. Bell is proficient in many fields of science, and has the art of making every subject he touches interesting, even the most abstruse theories. He makes you feel that if you only had a little more time, you, too, might be an inventor. He has a humorous and poetic side, too. His dominating passion is his love for children. He is never quite so happy as when he has a little deaf child in his arms. His labours in behalf of the deaf will live on and bless generations of children yet to come; and we love him alike for what he himself has achieved and for what he has evoked from others.

During the two years I spent in New York I had many opportunities to talk with distinguished people whose names I had often heard, but whom I had never expected to meet. Most of them I met first in the house of my good friend, Mr. Laurence Hutton. It was a great privilege to visit him and dear Mrs. Hutton in their lovely home, and see their library and read the beautiful sentiments and bright thoughts gifted friends had written for them. It has been truly said that Mr. Hutton has the faculty of bringing out in every one the best thoughts and kindest sentiments. One does not need to read "A Boy I Knew" to understand him — the most generous, sweet-natured boy I ever knew, a good friend in all sorts of weather, who traces the foot-prints of love in the life of dogs as well as in that of his fellowmen.

Mrs. Hutton is a true and tried friend. Much that I hold sweetest, much that I hold most precious, I owe to her. She has oftenest advised and helped me in my progress through college. When I find my work particularly difficult and discouraging, she writes me letters that make me feel glad and brave; for she is one of those from whom we learn that one painful duty fulfilled makes the next plainer and easier.

Mr. Hutton introduced me to many of his literary friends, greatest of whom are Mr. William Dean Howells and Mark Twain. I also met Mr. Richard Watson Gilder and Mr. Edmund Clarence Stedman. I also knew Mr. Charles Dudley Warner, the most delightful of story-tellers and the most beloved friend, whose sympathy was so broad that it may be truly said of him, he loved all living things and

his neighbour as himself. Once Mr. Warner brought to see me the dear poet of the woodlands — Mr. John Burroughs. They were all gentle and sympathetic and I felt the charm of their manner as much as I had felt the brilliancy of their essays and poems. I could not keep pace with all these literary folk as they glanced from subject to subject and entered into deep dispute, or made conversation sparkle with epigrams and happy witticisms. I was like little Ascanius, who followed with unequal steps the heroic strides of Æneas on his march toward mighty destinies. But they spoke many gracious words to me. Mr. Gilder told me about his moonlight journeys across the vast desert to the Pyramids, and in a letter he wrote me he made his mark under his signature deep in the paper so that I could feel it. This reminds me that Dr. Hale used to give a personal touch to his letters to me by pricking his signature in braille. I read from Mark Twain's lips one or two of his good stories. He has his own way of thinking, saying and doing everything. I feel the twinkle of his eye in his handshake. Even while he utters his cynical wisdom in an indescribably droll voice, he makes you feel that his heart is a tender Iliad of human sympathy.

There are a host of other interesting people I met in New York: Mrs. Mary Mapes Dodge, the beloved editor of *St. Nicholas*, and Mrs. Riggs (Kate Douglas Wiggin), the sweet author of "Patsy." I received from them gifts that have the gentle concurrence of the heart, books containing their own thoughts, soul-illumined letters, and photographs that I love to have described again and again. But there is not space to mention all my friends, and

indeed there are things about them hidden behind the wings of cherubim, things too sacred to set forth in cold print. It is with hesitancy that I have spoken even of Mrs. Laurence Hutton.

I shall mention only two other friends. One is Mrs. William Thaw, of Pittsburgh, whom I have often visited in her home, Lyndhurst. She is always doing something to make some one happy, and her generosity and wise counsel have never failed my teacher and me in all the years we have known her.

To the other friend I am also deeply indebted. He is well known for the powerful hand with which he guides vast enterprises, and his wonderful abilities have gained for him the respect of all. Kind to every one, he goes about doing good, silent and unseen. Again I touch upon the circle of honoured names I must not mention; but I would fain acknowledge his generosity and affectionate interest which make it possible for me to go to college.

Thus it is that my friends have made the story of my life. In a thousand ways they have turned my limitations into beautiful privileges, and enabled me to walk serene and happy in the shadow cast by my deprivation.

NOTES

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3 *The woman . . . fantasy:* When one is grown up, past events no longer appear as they did in childhood. Instead one sees those childish happenings in the light of adult experience. "*The shadows of the prison-house are on the rest*":

> Shades of the prison-house begin to close
> Upon the growing boy . . .
>
> Wordsworth's "Ode on the Intimations of Immortality," Stanza v.
> Riverside Literature Series, No. 76, 218, and 269

Tuscumbia: The Indian word for Great Spring. The place is one of the subdivisions of Colbert County. These were first known as "beats," later as "precincts."

Keller, Caspar: A native of Canton Berne, Switzerland, who came to the United States and settled in Maryland in Colonial days (Owen's *History of Alabama and Dictionary of Alabama Biography*). He fought with the rank of captain in the Revolutionary War.

4. "*Entered*": To "enter" land meant to file an application for a right to purchase it.

Tuscumbia to Philadelphia: A distance of over 760 miles in a straight line.

Moore, Alexander: The Moore family were wealthy planters of Virginia and trace their lineage to Sir Thomas Moore of England. They were among the first settlers of Virginia. (Owen's *History of Alabama and Dictionary of Alabama Biography.*)

Spotswood, Alexander (1676–1740): He was born of an old Scotch family at Tangier, Africa, and was educated for a military career. He became aide to the Duke of Marlborough, and was severely wounded at Blenheim. During his governorship of Virginia (1710–22) he won great respect for his just and energetic administration. He was one of the first governors to realize fully the importance to the country of the Western Territory. Among his benefactions was the

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rebuilding of the College of William and Mary, the establishment of a school at Fort Christiana for instructing Indian children in Christianity, and the building of the octagonal magazine at Williamsburg.

Although Governor Spotswood served Virginia faithfully, his enemies took advantage of a religious dispute to depose him. After this he continued to live at home, serving as Deputy Postmaster General for the American colonies. He appointed Benjamin Franklin Postmaster for the province of Pennsylvania. In 1740, after having been commissioned major-general, he died while overseeing the embarkation of some troops at Annapolis.

Keller, Arthur H. (1836–1896): Publisher and editor, born and died at Tuscumbia, Colbert County, Ala. He was the son of David and Mary Fairfax (Moore) Keller, the former a native of Hagerstown, Md. . . . Mr. Keller was reared and educated in Tuscumbia. . . . He was graduated from the law department of the University of Virginia, 1858, and received his license to practice from Gov. A. B. Moore, at that time circuit judge. He enlisted as a private in the C.S. Army, November, 1861. At the close of the war, he engaged in the receiving and forwarding business at Keller's Landing until the courts were opened, when he practiced law until 1874. . . . He was a delegate to the Democratic Convention at St. Louis, Mo., in 1876, and was a delegate at large to the Cincinnati convention in 1880. He was a Democrat, a Presbyterian, a Knight of Honor and a member of the American Order of United Workmen; and was author of several articles in the History of Northern Alabama. (Owen's *History of Alabama and Dictionary of Alabama Biography.*)

Everett, Edward (1794–1865): Secretary of State, Senator and thirteenth Governor of Massachusetts. In 1840 he was appointed minister plenipotentiary to the Court of St. James's. In 1860 he was nominated for Vice-President. He received recognition from Oxford, Dublin, and Cambridge Universities, and gained a wide reputation as a preacher. He wrote *A Defense of Christianity*, as well as four volumes of orations and speeches.

Hale, Dr. Edward Everett (1822–1909): A philanthropist and for many years minister of the South Congregational Church

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(Unitarian) in Boston. He wrote a number of books, all serving some definite purpose. *The Man Without a Country* strengthened the Union cause in the North. Six years before his death he was Chaplain of the United States Senate. A bronze statue of him stands at the main entrance on the Charles Street side of the Public Garden in Boston.

A tiny house: To this same little house Miss Sullivan, soon after she came to Helen Keller, took the child for a few weeks, in order to be alone with her and teach her to obey. Miss Sullivan, in a letter to Mrs. Hopkins, has described the place:

> The little house is a genuine bit of paradise. It consists of one large square room with a great fireplace, a spacious bay-window, and a small room where our servant, a little negro boy, sleeps. There is a piazza in front, covered with vines that grow so luxuriantly that you have to part them to see the garden beyond. Our meals are brought from the house, and we usually eat on the piazza. The little negro boy takes care of the fire when we need one; so I can give my whole attention to Helen.

5 *Jessamine* (also spelled jasmine and jessamin): A shrub, usually of climbing habit, which has been long naturalized in Southern Europe and has grown in England since the sixteenth century. The plant has white or yellow salver-shaped flowers. The blossoms are fragrant and yield an oil used in perfumery.

6 *Asphodels of God's garden:* Helen Keller is here speaking poetically. Asphodels were said by the poets to be immortal and to cover the Elysian fields. She means the roses were so lovely that they could be compared only with what grows in the fields of the gods.

I came, I saw, I conquered: According to the early biographer, Plutarch, in his *Life of Cæsar*, these words were written by the great conqueror to his friend, Amintus, at Rome. In the letter referred to, Cæsar gives this brief account of his defeat of Pharnaces at Zela, in Pontus, a kingdom of Asia Minor (47 B.C.). The sentence has been erroneously connected with his expedition to Britain eight years earlier.

10 *I anointed . . . oil:* This phrase occurs frequently in the Bible. Anointing with oil was a sign of sovereignty in the one anointed.

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Thus attired . . . company: There is a Latin quotation which translated means, "What has a blind man to do with a mirror?" It is worth noting that Helen Keller always took an interest in her appearance. At the age of twenty she writes to a friend: "Did I tell you in my last letter that I had a new dress, a real party dress with low neck and short sleeves and quite a train? It is pale blue, trimmed with chiffon of the same color. I have worn it only once, but then I felt that Solomon in all his glory was not to be compared with me! Anyway, he certainly never had a dress like mine!"

13 *As the servants were in a detached part of the house:* This is the custom in the South; those servants who are not employed inside the house usually have separate quarters at a distance from the family.

14 *Two older half brothers . . . Mildred:* These half brothers were James McDonald Keller, who died in 1906, and William Simpson Keller, who died in 1925. There was also, by this first marriage, a daughter, Fannie, who died young. Later a baby was born who was named Phillips Brooks for the Bishop whom Helen so loved and honored.

My father edited one of them: "He purchased the *Tuscumbia North Alabamian* in December, 1874, and was its editor for more than thirty years." (Owen's *History of Alabama and Dictionary of Alabama Biography.*)

16 *Thus it is . . . companionship:* When Helen was set free, and so able to express herself, this was all changed, and her true nature shone out. The difference between this period and a short time afterward can be seen in reading Miss Sullivan's report, p. 201.

17 *Dickens' American Notes:* The reference here is to Chapter III, which is about Boston and describes Dickens's visit to the Perkins Institution for the Blind. It is well worth reading.

Bridgman, Laura (1829–1889): Laura Dewey Bridgman was born at Hanover, New Hampshire, in 1829. At the age of two she had a violent fever. Upon her recovery she was without both sight and hearing; later her speech failed. Her health was shattered, and for a time it seemed doubtful whether she would live. As an infant she had been very intelligent, and there now appeared in her a strong imitative faculty. By carefully cultivating this faculty, it was pos-

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sible to restore to her some realization of her missing senses. At the age of eight she was sent to the Perkins Institution for the Blind, where Dr. Howe undertook her instruction. His success with her has given him a world-wide reputation as a teacher. The record of the steps by which he taught Laura Bridgman was given to Miss Sullivan to study before she went to Helen Keller. (This record, and the fact that she had lived for some years in the house with Laura Bridgman, were her sole preparation.) Once given the means of communication, Laura's whole nature became joyous, and her progress was rapid. In addition to her studies, she learned to sew and to perform the usual household duties. Ultimately she became a most valuable teacher in the Perkins Institution, and so was able to pass on to others the skillful instruction which she had received.

Howe, Dr. Samuel Gridley (1801–76): A philanthropist and educator, and a graduate of the Harvard Medical School. In 1832, after having been a surgeon with the Greek forces in their War for Independence, Dr. Howe began his life work. He gathered together a few blind children and taught them in his father's house, meanwhile giving throughout New England exhibitions of their progress. From this small beginning the Perkins Institution grew. He demonstrated the value of teaching articulation to deaf pupils. One of his lesser occupations was the founding and editing, with his wife, Julia Ward Howe, of an anti-slavery paper called *The Commonwealth*.

18 *An eminent oculist:* Dr. Julian J. Chisholm. He was Professor of Eye and Ear Diseases at the University of Maryland, besides holding other important offices.

19 *Bell, Dr. Alexander Graham* (1847–1922): Dr. Bell was a Scotchman. His grandfather, Alexander Bell, was the inventor of "Visible Speech," a method which has been successfully used in teaching deaf-mutes to speak. In 1872 Dr. Bell introduced in the United States his grandfather's system for removing impediments in speech, but he is best known for his invention of the telephone. For this invention the French government awarded him the Volta Prize of $10,000 and two years later added the Cross of the Legion of Honor. Dr. Bell devoted the entire $10,000 to the founding

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of the Volta Bureau, an organization whose purpose is to diffuse knowledge relating to the deaf. He was the founder and President of the American Association for Promoting the Teaching of Speech to the Deaf. He became a naturalized citizen of the United States, but passed the late years of his life near Baddeck, at the Cape Breton end of Nova Scotia. Here Helen Keller visited him.

Anagnos, Michael (1837–1906): was the son-in-law of Dr. Howe and his successor as director of the Perkins Institution.

The Perkins Institution: The full name is The Perkins Institution and Massachusetts School for the Blind. The institution was originally on Pearl Street, South Boston. It was named after Colonel Thomas Handasyd Perkins (1764–1854), who gave his house for this purpose. The main part of the Institution is now housed in beautiful buildings at Watertown, Massachusetts.

20 *Thus . . . light and vision:* An allusion to the story of the Captivity in the Book of Exodus. Moses led the children of Israel out of Egypt to the wilderness of Sinai where they "camped before the mount." Sinai is called "the sacred mountain," because it was there that Moses received from the Lord the Ten Commandments.

21 *My teacher . . . came to me:* On March 6th Miss Sullivan wrote to her friend, Mrs. Hopkins, at the Perkins Institution an account of her arrival and the first days with Helen Keller. See Collateral Reading, page 197.

Anne Mansfield Sullivan: She married, May, 1905, John Albert Macy, an author and an instructor in English at Harvard University.

23 *The mystery of language was revealed to me:* Miss Sullivan's account of this revelation is given in the following letter to Mrs. Hopkins:

> I must write you a line this morning because something very important has happened. Helen has taken the second great step in her education. She has learned that *everything has a name, and that the manual alphabet is the key to everything she wants to know.*
>
> In a previous letter I think I wrote you that "mug" and "milk" had given Helen more trouble than all the rest. She confused the nouns with the verb "drink." She didn't know the word for "drink," but went through the pantomime of

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drinking whenever she spelled "mug" or "milk." This morning, while she was washing, she wanted to know the name for "water." When she wants to know the name of anything, she points to it and pats my hand. I spelled "w-a-t-e-r" and thought no more about it until after breakfast. Then it occurred to me that with the help of this new word I might succeed in straightening out the "mug-milk" difficulty. We went out to the pump-house, and I made Helen hold her mug under the spout while I pumped. As the cold water gushed forth, filling the mug, I spelled "w-a-t-e-r" in Helen's free hand. The word coming so close upon the sensation of cold water rushing over her hand seemed to startle her She dropped the mug and stood as one transfixed. A new light came into her face. She spelled "water" several times. Then she dropped on the ground and asked for its name and pointed to the pump and the trellis, and suddenly turning round she asked for my name. I spelled "Teacher." Just then the nurse brought Helen's little sister into the pump-house, and Helen spelled "baby" and pointed to the nurse. All the way back to the house she was highly excited, and learned the name of every object she touched, so that in a few hours she had added thirty new words to her vocabulary. Here are some of them: *Door, open, shut, give, go, come,* and a great many more.

P.S. I didn't finish my letter in time to get it posted last night; so I shall add a line. Helen got up this morning like a radiant fairy. She has flitted from object to object, asking the name of everything and kissing me for very gladness. Last night when I got in bed, she stole into my arms of her own accord and kissed me for the first time, and I thought my heart would burst, so full was it of joy.

24 "*Like Aaron's rod, with flowers*": The story of this miraculous blossoming is told in the Old Testament, Numbers 17: 1–8.

25 *Make to grow . . . shelter:* "And out of the ground made the Lord God to grow every tree that is pleasant to the sight and good for food." Genesis 2: 9.

26 *Sinister silence:* Ominous silence.

27 *Mimosa tree:* A genus of leguminous shrubs. These shrubs sometimes attain the proportions of trees. When they do so, the bark is rough. These shrubs are natives of tropical and sub-tropical regions. The term "mimosa" is popularly applied to the sensitive plant and to certain of the acacias, especially the Australian species known as wattle-trees.

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Shrank from the slightest earthly touch: This is a characteristic of the sensitive plant. Scott wrote in *Marmion*,

> For not Mimosa's tender tree
> Shrinks sooner from the touch than he.

32 *Spontaneous expression:* Free expression, without premeditation or effort.

To take the initiative: To take the first step or to lead in the conversation.

Amenities of conversation: Civilities of conversation.

Gamut of tones: The full range of notes which an instrument or a voice is able to give forth. The word "gamut" comes from the so-called "Great Scale" in mediæval music. This scale was made up of seven hexachords, or partial scales, and comprised all the notes then recognized by musicians. Guido d'Arezzo is said to have invented this scale.

34 *I cannot explain . . . and desires:* One simple explanation is that early in life Miss Sullivan herself was almost totally blind. At fourteen she entered the Perkins Institution. Although her sight was partially restored, her eyes were so delicate that at one time she wore a thin white veil to shield them from the light.

Resinous odor: The pine tree secretes a vegetable product called "resin" which is responsible for the delicious fragrance characteristic of pine and fir trees.

Wild tulip tree: A large North American tree, also called the "tulip poplar." The flowers are of a pale greenish color tinged with yellow or orange and resemble large tulips.

Katydids (also spelled "katiedid" and "kittydid"): The long-horned grasshopper. This insect is pale green in color and has long antennæ. The males have a triangular membrane at the base of their wings near the head. Rubbing the edges of their wings together causes this membrane to vibrate and the name "Katydid" is an imitation of the resulting sound.

Cotton-bolls: A boll is a rounded seed vessel or pod. "Boll" is the earlier spelling of "bowl."

35 *Soughing:* A gentle, murmuring sound, as of wind or of water.

36 *Tiny mullusk:* A small sea animal belonging to the mullusca family.

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Antediluvian: From the Latin "ante" (before) and "diluvium" (the deluge). To what event does this word refer?
Uncouth: Strange, unfamiliar.

37 *Nautilus:* The word means "the sailor." The creature is a kind of shellfish which was once supposed to move over the surface of the water by the aid of a membrane which it used as a sail! Several species still exist in the South Pacific and Indian Oceans.
"*Ship of pearl*": Oliver Wendell Holmes was the author of a well-known poem about the pearly nautilus. The poem, which is called "The Chambered Nautilus," appeared first in *The Autocrat of the Breakfast Table.* The opening line is: "This is the ship of pearl."
Little polyps: The word "polyp" is applied to various animals, such as coral insects, of low organization.
Foraminifera: An order of Rhizopoda, the lowest class of animal life. It has a shell, or test, which is usually perforated by pores.

38 *Fuchsia tree:* An ornamental shrub which sometimes attains the size of a tree. The word "fuchsia" is derived from the Latinized form of the name of the German botanist, Leonard Fuchs, who lived in the sixteenth century.

40 *On Christmas Eve:* For Miss Sullivan's account of Helen's Christmas see Collateral Reading, page 200.

41 *Little Tim:* Probably the canary was named for Tiny Tim, the crippled son of Bob Cratchit, in Dickens's *Christmas Carol.* See Riverside Literature Series, No. 57.

14 *Bunker Hill:* The scene of the first severe battle of the American Revolution. The battle was fought on June 17, 1775, on Breed's Hill and Bunker Hill, Charlestown, Massachusetts.
Which a kind gentleman gave me: At the time that Helen Keller saw the Plymouth Rock, and for some years afterward, it stood free, as it had stood when the Pilgrim Fathers set foot on it. But owing to the zeal of souvenir hunters it dwindled at an alarming rate. Now it has been enclosed by an iron fence and protected by a stone canopy.
Endicott, William (1826–1914): He was a greatly respected Boston merchant and a trustee of the Perkins Institution and Massachusetts School for the Blind.

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Kelp: Large seaweed, six to ten feet in length, which is burned for the sake of the commercial value of its ashes. From these ashes carbonate of soda is obtained, as well as that important substance, iodine.

46 *Hopkins, Mrs. Sophia C.* For many years a matron at the Perkins Institution for the Blind. She had been like a mother to Miss Sullivan while she was a pupil there.

"*Our World*": *Our World; or First Lessons in Geography for Children*, by Mary Lucy Hall. Ginn & Co., Boston, 1871.

49 *In the autumn:* 1888.

The barren places . . . the rose: See Isaiah 35: 1: "The wilderness and the solitary place shall be glad for them; and the desert shall rejoice, and blossom as the rose."

50 *Persimmon trees:* The American date-plum. It is yellowish orange in color, has from six to eight stony seeds, and measures over an inch in diameter. It is bitter, even when ripe, until softened by frost.

Wild muscadine: A variety of pear.

Scuppernong vines: A cultivated variety of the muscadine, or fox-grape. This is a white or sometimes purple fruited grape. Since all the berries on a bunch do not ripen at the same time, they are gathered from the ground as they fall. The grape grows in the region of the basin of the Scuppernong River in North Carolina.

'*Possums:* A shortened form of the word "opossum." An opossum is a small, pouch-bearing animal with a thumb on its hind foot, and a tail which is capable of grasping anything. The animals live chiefly in trees, although some of them are aquatic.

51 "*With hark . . . halloo*":

> A hundred dogs bayed deep and strong,
> Clattered a hundred steeds along,
> Their peal the merry horns rung out,
> A hundred voices joined the shout;
> With hark and whoop, and wild halloo,
> No rest Benvoirlich's echoes knew.
>
> Scott: *The Lady of the Lake*, Canto I, Section III.

Barbecue: A large gathering of people, usually in the open air, for the express purpose of eating. On these occasions animals are roasted whole and other provisions lavishly sup-

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plied. The barbecue is a form of entertainment more common to the southern portion of the United States than to others.

52 *Black Beauty:* This book *Black Beauty: His Grooms and Companions,* was written by an Englishwoman, Anna Sewell, in 1877. The object of the book was to exert as powerful an influence in abolishing cruelty to horses as *Uncle Tom's Cabin* had exerted in abolishing slavery.

53 *Trestle:* A metal framework, consisting of upright or inclined pieces with diagonal braces, used to support an elevated structure, such as a bridge.

Ties: Beams or rods which are used to tie or bind together a structure. Such beams are used to counteract any strain which tends to draw the structure apart.

Cross-braces: Known to architects and engineers as "cross-bracing." These are beams or bars in a roof or bridge truss that do not bear the weight of the structure. They are diagonals which serve to hold together and stiffen the frame.

54 *Shrunk and cold,* etc.: See Part Second of *The Vision of Sir Launfal* by James Russell Lowell, Riverside Literature Series, No. 30, 239.

58 *Fuller, Sarah* (1836–1927): This "pioneer teacher of the deaf," was associated with Dr. Bell, who had a room in her house just before he invented the telephone. In 1869 she became Principal of the Horace Mann School. There Dr. Bell made a series of experiments by which the deaf could perceive sound. These experiments helped him with the development of the telephone.

61 *The mountains,* etc.: Isaiah 55:12.

64 *Plagiarism:* The appropriation and use of another's ideas as if they were one's own.

Ceres: In Latin mythology one of the three daughters of Saturn. She is the goddess of sowing and reaping, and the mother of Proserpine.

Masque: A form of entertainment originally consisting of dancing and acting in dumb show. The performers were masked. Later the masque included dialogue. Masques were popular in the late sixteenth and early seventeenth centuries in England. They were always amateur per-

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formances and were given at Court and in the houses of the nobility.

67 *But the fact remains . . . mind:* Undoubtedly this unconscious reproduction of something which the mind has received in the past does occasionally occur.

69 *Periwigged compositions:* A periwig was an artificial headdress made of hair and worn by women, and later by men, of fashion. In England it is worn to-day by judges and barristers whenever they appear in their official capacity.

70 *The Story of My Life:* was published serially, April through June, 1902.

72 *Musk-scented:* Having the odor of musk. This is a reddish-brown substance secreted in a gland, or sac, by the male musk-deer. Because of its strong and enduring odor it is used as the basis of some perfumes. It also has medicinal uses.

73 *Penumbra of that experience:* The partial shadow of that experience.

Visits to Niagara: Niagara Falls is one of the great scenic beauties of the world. The falls constitute part of the boundary between the United States and Canada, separating the State of New York from the province of Ontario. In order to protect the beauty of the Falls there are public parks on both sides. — The falls are in two main parts which are separated by an island. On the Canadian side — the left bank — is the Horseshoe Fall. It is about 155 feet high and 2600 feet along its curving crest. The American Fall, on the right bank, is 162 feet high and about 1400 feet broad. There was once danger that this water power would be diverted to commercial uses to such an extent that the beauty of the falls would be impaired. Now there are laws to control this. About 15,000 cubic feet of water per second, however, is used for the development of electric power.

World's Fair: The World's Columbian Exposition. This was an international exposition, approved by Congress, and held in Chicago, Illinois, from May 1 to October 30, 1893, to celebrate the four hundredth anniversary of the landing of Columbus.

74 *The Midway Plaisance:* On the Midway Plaisance, a narrow

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strip of land seven eighths of a mile in length and containing about eight acres, were concentrated all the mercantile and amusement features of the Exposition.

"*Man only is interesting to man*": Carlyle's translation of a passage in Goethe reads: "Man is perennially interesting to man; nay, if we look strictly to it, there is nothing else interesting."

La Santa Maria: Columbus's largest vessel and flagship in his voyage of discovery. She was wrecked on Christmas Day, 1492, on the coast of Española.

75 *Higinbotham, Harlow N.*: President of the Board of Directors and a Member of the Council of Administration.

Pizarro, Francisco: A Spanish soldier who lived in the late fifteenth and early sixteenth centuries. He discovered the South American city of Peru, and conquered, with amazing cruelty, the Incas, Indians who were settled there. Also he was with Balboa when the Pacific Ocean was discovered. Later, with characteristic treachery, he helped to bring Balboa to the block.

Kaleidoscope: An optical toy invented by Sir David Brewster in 1817, consisting of a number of reflecting surfaces placed in a tube. At one end a compartment holds pieces of colored glass. These are reflected on the surfaces mentioned above, and produce brightly colored symmetrical figures which may be changed by turning the tube. In a figurative sense, "kaleidoscope" means anything which exhibits a succession of shifting colors or phases.

Like Prometheus . . . from the sky: Prometheus, in Greek myth, was a Titan, the son of Iopetus and Clymene. He brought upon himself the hatred of Zeus by showing pity toward man, whom that god despised. He stole fire from heaven and showed man how to use it. For this act of mercy Zeus condemned him to be chained to a rock, where vultures tore his body.

Anthropological department: The department having to do with the natural history of mankind.

76 *The real and the earnest:* Compare Longfellow's "Psalm of Life":

> Life is real! Life is earnest!
> And the grave is not its goal.

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77 *La Fontaine, Jean de* (1621–95): A French poet best known for his *Fables.* In these stories animals are endowed with human characteristics and the account of their behavior is intended to teach some lesson.

Le Médecin Malgré Lui ("The Doctor in Spite of Himself"): A comedy by Molière (1622–73). He was a great French dramatist whose real name was Jean Baptiste Poquelin.

Athalie: The name of the heroine in the tragedy, *Athalie,* by one of the greatest of the French dramatists, Jean Racine (1639–99). It was written in 1691. The drama is founded upon the Old Testament story of Athaliah. See II Kings, chapter 11, and II Chronicles, chapters 22 and 23.

78 *In Memoriam:* A very beautiful poem written by Tennyson in memory of his friend, Arthur H. Hallam, who died in 1833. See Riverside Literature Series, No. 216.

Evanescent fleeting images: Images vanishing or becoming imperceptible.

79 *American Association to Promote the Teaching of Speech to the Deaf:* Dr. Bell was the founder and president of this Association.

The Wright-Humason School: Now known as the Wright Oral School for the Deaf.

Wilhelm Tell: An historical drama in blank verse dealing with the struggle of the Swiss people for independence. The hero of the poem is the legendary character, William Tell, who, because he refused to bow to a hat set up in the market-place as a symbol of Austrian domination, was compelled to shoot an apple off the head of his little boy. *Wilhelm Tell* was the last completed drama of the poet and philosopher Johann Christoph Friedrich von Schiller (1759–1805).

81 *Bryant loved to sing:* See "A Scene on the Banks of the Hudson" and "The Night Journey of a River." William Cullen Bryant (1794–1878) was a distinguished American poet and journalist.

Palisades: The name given to a line of cliffs about thirty miles long which rise almost directly from the western shore of the Hudson River to a height ranging from 200 to 550 feet.

West Point: A military post on the east bank of the Hudson River, the seat of the United States Military Academy. During the Revolution its position was of such great impor-

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tance that its loss to the British might have involved the collapse of the Revolutionary cause. It was this post that Major-General Benedict Arnold tried to betray.

Tarrytown: A village in Westchester County, New York, on the east side of Tappan Bay, which is an expansion of the Hudson River. The name Tarrytown is derived from the Dutch word "Terwen," or "wheat," which was applied to the village in reference to the large quantities of wheat raised in the district. "Sunnyside," the home of Washington Irving, was at Irvington about two miles south of Tarrytown.

Irving, Washington (1783–1859): He was called "the Father of American Literature" because he was the first American writer who was honored abroad for his literary work. He was Secretary of the United States Legation in London and later was United States Minister at Madrid. *The Sketch Book of Geoffrey Crayon, Gent.*, containing "Rip Van Winkle" and "The Legend of Sleepy Hollow," is his most famous work.

82 *Cambridge School for Young Ladies:* This is now known as the Cambridge-Haskell School, having added the name of a recent principal, Miss Mary E. Haskell. The school was founded in 1886 by Arthur Gilman who, with his wife, was deeply interested in the higher education of women.

In a letter of October 8th, Helen Keller writes to Mrs. Laurence Hutton her first impressions of the Cambridge School for Girls:

37 Concord Avenue, Cambridge, Mass.
October 8, 1896

. . . I got up early this morning, so that I could write you a few lines. I know you want to hear how I like my school. I do wish you could come and see for yourself what a beautiful school it is! There are about a hundred girls, and they are all so bright and happy; it is a joy to be with them.

You will be glad to hear that I passed my examinations successfully. I have been examined in English, German, French, and Greek and Roman history. They were the entrance examinations for Harvard College; so I feel pleased to think I could pass them. This year is going to be a very busy one for Teacher and myself. I am studying Arithmetic, English, Literature, English History, German, Latin, and advanced geography; there

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is a great deal of preparatory reading required, and, as few of the books are in raised print, poor Teacher has to spell them all out to me; and that means hard work.

You must tell Mr. Howells when you see him, that we are living in his house. . . .

84 *Lied von der Glocke* ("Song of the Bell"): This was written in 1799, and describes the progress of the individual through the various vicissitudes of life. Parallel with this description proceeds the casting of the bell, and the foretelling of the functions it will fulfill when it swings in its tower.

Der Taucher ("The Diver"): This is a ballad presenting love and ambition in conflict with the fear of God.

Heine, Heinrich (1797–1856): Heine was perhaps the greatest German lyric poet after Goethe. He was born in Düsseldorf, of Jewish parentage, but later became a convert to Christianity.

Die Harzreise: This was the account of a walking trip which Heine took in the Harz Mountains.

Freytag, Gustav (1816–95): The book which Helen Keller read comprises chapter 5 in Freytag's collection of historical essays entitled, *Bilder aus der Deutschen Vergangenheit.*

Riehl, Wilhelm von (1823–97): Professor of History at the University of Munich. He was the creator of the short story depicting the life of past centuries. The "Fluch der Schönheit" ("Curse of Beauty") is a story of the Thirty Years' War.

Lessing, Gotthold Ephraim (1729–81): Lessing was said by Macaulay to be "the greatest critic of Europe." That he could not only criticize but create is proved by his *Minna von Barnhelm,* which is the first German national drama.

Goethe, Johann Wolfgang von (1749–1832): The outstanding figure in German literature. He wrote the great epic *Faust,* which is based mainly on a legend of the Reformation period. The complete title of his autobiography is *Aus meinem Leben: Dichtung und Wahrheit* ("From My Life Poetry and Truth").

A feeling, a love and an appetite:

> The sounding cataract
> Haunted me like a passion: the tall rock,
> The mountain, and the deep and gloomy wood,

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Their colors and their forms were then to me
An appetite; a feeling and a love . . .
From Wordsworth (1770–1850): "Tintern Abbey."

Burke, Edmund (1729–97): An English statesman and orator who espoused the cause of the American colonies in their struggle with England.

85 *The bread of affliction:* An allusion to Deuteronomy 16:3, "Thou shalt eat no leavened bread with it; seven days shalt thou eat unleavened bread therewith, even the bread of affliction," etc.

Grub Street: Defined by Samuel Johnson in his dictionary of the English language as "the name of a street in London, much inhabited by writers of small histories, dictionaries, and temporary poems; whence any mean production is called Grub-street."

Lent a helping hand to the poor and despised: Johnson's home was a refuge for the aged, the unfortunate, and the ill-tempered. One of his delights was to slip a few pennies into the hands of little newsboys whom he found sleeping in the street, so that they would be able to buy bread for breakfast.

Sacrifices of truth to effect: It is to be remembered that this is Miss Keller's private opinion.

Demosthenes (385–322 B.C.): A Greek and the greatest orator of the ancient world.

The house . . . live: This was called Howells' House. The other residence for boarding pupils was Margaret Winthrop Hall.

86 "*Honors*": She received a grade of "A" or "B."

Each candidate . . . number: Now all candidates must take the College Entrance Board Examinations. The candidates who go up for examination on the Old Plan are known by a number; those taking the New Plan examinations use their names.

89 *My second year:* The autumn of 1897.

Mr. Keith . . . in his report: Mr. Keith's report is in the *Helen Keller Souvenir Commemorating the Harvard Final Examination for Radcliffe College*, published by the Volta Bureau. It is of special interest to see how she mastered the difficulties of geometry. See p. 196 for Helen Keller's

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letter to Mrs. Laurence Hutton, after she began working with a tutor.

91 *The Chamberlins in Wrentham:* Joseph Edgar Chamberlin was a journalist and war correspondent of the New York *Evening Post.* He wrote articles from Cuba, during the Spanish War, showing the pettiness and futility of that conflict. For Helen Keller's tribute to him see *The American Magazine,* February, 1912.

92 *The patience of Job:* A reference to the familiar Old Testament character. Job has come down the ages as the pattern of patience, because, although afflicted with every misery of body and spirit, he remained steadfast to the end, when he was restored to health and prosperity.

93 *Line print:* Raised print.

96 *Lyceum:* The name of a garden with covered walks near the temple of Apollo at Athens. In this garden Aristotle taught his philosophy. The term has come to serve as the proper name of certain places of instruction. In the United States it means, in particular, an institution in which popular lectures are given on scientific or literary subjects.

"Fades into the light of common day": See Stanza v of Wordsworth's "Ode on the Intimations of Immortality," Riverside Literature Series, No. 76, 218, and 269.

Corneille, Pierre (1606–84): One of the greatest tragic poets of France, and author of *Le Cid.*

de Musset, Alfred (1810–57): A noted French poet, dramatist, and novelist.

Sainte-Beuve, Charles Augustin (1804–69): A distinguished French critic. The amount of his work (fifty-three volumes) was enormous considering its scholarly nature. He was elected to the French Academy, and was Professor of Latin Poetry at the Collège de France, until anti-Imperialist students hissed him from office.

Milton, John (1608–74): The greatest English poet after Shakespeare. He was a Puritan who, during the Civil War in England, devoted himself to the cause of the Commonwealth, serving it in the capacity of Latin Secretary to the Council of State. This office involved the duty of translating into Latin all foreign dispatches. The strain on his eyes caused him to lose his sight. His masterpiece is *Paradise*

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Lost, a great epic in blank verse reflecting the Puritan theology. It ranks with Goethe's *Faust* and Dante's *Divine Comedy*.

Areopagitica: This word comes from Areopagus, or Mars Hill, the ancient court of justice at Athens. Milton's essay is a plea for the liberty of the press. It was customary in his time to suppress free thought by forcing writers to obtain a license before printing anything.

97 *Latin prosody:* That part of the study of Latin which deals with the forms of metrical composition. This used to be considered a regular part of grammar.

98 *Hill Difficulty:* This is an allusion to a hill in *The Pilgrim's Progress*, an allegory of the Christian life, written in prison by the Puritan tinker, John Bunyan (1628–88).

99 *Jahweh:* Another form of *Jehovah*.

Elohim: (the plural of *Eloah*) is a Hebrew word and one of the designations of the God of Israel. Biblical critics are not agreed as to which of several reasons is the correct one for the use of the plural form.

100 *As if . . . blind:* Probably this is a paraphrase of Luke 7:2, "And unto many that were blind He gave sight."

Heterogeneous matter: Matter composed of incongruous and diverse elements. The adjective is the opposite of *homogeneous*.

101 *College nixies:* A nixie is a female water-elf.

Like Bob Acres . . . finger ends: Bob Acres was a humorous character in the comedy by Richard Brinsley Sheridan. In this scene Acres tries vainly to conceal his fright over an impending duel by references to his "honor" and his "valor." In the speech referred to he says: "I doubt it is going — yes — my valor is certainly going! it is sneaking off! I feel it oozing out as it were at the palms of my hands!" See *The Rivals*, Act V, Sc. 3, Riverside Literature Series, No. 196, p. 119.

Give a brief account of Huss . . . work: John Huss (or Hus) lived in the late fourteenth and early fifteenth centuries. He was a Bohemian reformer and martyr. He rose to be Dean of the Philosophical Faculty of the University of Prague and at one time held the office of Rector there. An ardent disciple of the Protestant reformer, Wycliffe, his opposition to the established doctrines of the Roman

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Catholic Church brought him into conflict with that body. Since he refused to recant, he was burned at the stake.

102 *schisms:* In a general sense *schism* means division into mutually opposing parties of a body of persons which has previously been in accord. Hence any dissension or disunion is schism. In particular, the word is used to denote a breach in the unity of the visible Church, or of any portion of it.

To abolish . . . of the questioned: Miss Keller's answers to their questions, however, were so satisfactory that she graduated from Radcliffe *cum laude*. She was Class Vice-President during her four years at college and in the *Radcliffe Year Book* for 1904 one of her classmates has written the following quatrain:

> Beside her task our efforts pale,
> She never knew the word for fail;
> Beside her triumphs ours are naught,
> For hers were far more dearly bought.

103 *Knowledge is power:* This was said by Lord Bacon in his *De Hæresibus* ("Of Heresies").

105 *Little Lord Fauntleroy:* A children's story by Frances Hodgson Burnett.

The Scarlet Letter: A novel by Nathaniel Hawthorne (1804–64), an American novelist.

Little Pearl: The small daughter of Hester Prynne, the heroine of *The Scarlet Letter*.

The first . . . of books: See Chapter 10.

107 *Mutable and confused memories:* Memories subject to change or alteration.

Greek Heroes: Probably this was *The Heroes*, stories of Perseus, Theseus, and the Argonauts, written for his own children by the English clergyman, Charles Kingsley.

La Fontaine's Fables: See note on p. 77.

The Swiss Family Robinson: The story of a father, mother, and four sons who were shipwrecked together on a desert island. It has been translated into many languages, and is attributed to a German, J. D. Wyss.

Robinson Crusoe: The adventures of a shipwrecked mariner, by Daniel Defoe (1660–1731).

Little Women: A story for children by Louisa May Alcott (1832–84). This is the best loved of Miss Alcott's books.

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because in it she tells about her childhood and that of her sisters. She began her career as an author at the age of twenty-two, and was able to support her family with the proceeds from the sale of her books.

Heidi: The story of a little girl who lived in the Swiss Alps. It is by Frau Johanna Spyri and is largely autobiographical.

108 *The Jungle Book:* By Rudyard Kipling.

Wild Animals I have Known: By Ernest Seton Thompson.

109 *Nymphs:* A nymph is a half-human, half-divine being (usually a beautiful maiden) who prefers to live in places that are more comfortable for her divine than for her human nature, such as the sea, a river, a fountain, or a tree. The poets frequently introduce her as a sort of lady-in-waiting to a superior deity.

Medea and Jason: Jason was the leader of the Argonauts who sailed to Colchis in quest of the Golden Fleece. The King of the country, Ætes, demanded that Jason accomplish a series of impossible tasks, which he was able to do only by the aid of the King's daughter, Medea, who had magic powers. Having stolen the Golden Fleece, he took also the King's daughter and his young son, Absyrtos, and sailed away. To prevent pursuit by the angry king, Medea killed her brother and strewed his remains on the water. The father piously paused in his course to collect them for burial. By this device the Argonauts escaped. On their way home Medea committed a second murder — this time to avenge Jason's parents. On account of this the two were obliged to flee to Corinth. Here Jason decided to marry the King's daughter, Creusa. Medea showed her disapproval by sending her rival a poisoned robe and crown which caused the death of both the princess and her father. Considering her revenge incomplete, Medea next slew the children she had borne Jason and fled on her dragon chariot to Athens.

I used to wonder . . . the mystery is still unsolved. See what Miss Sullivan writes, page 202, about Helen's sensitiveness as a child to right and wrong.

The Iliad: A famous epic by the Greek bard, Homer, one of the greatest poets of all time. Its subject is the siege of Troy.

110 *The Æneid:* An historical epic written for the purpose of glorifying Rome and the Julian line. It relates how, after

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the fall of Troy, Æneas leads a band of Trojan exiles home to Latium, where he marries Lavinia, daughter of King Latinus, and so becomes the ancestor of Romulus, the founder of Rome. The author is the Roman poet Publius Virgilius Maro (sometimes called Vergil), who lived 70–19 B.C.

Elizabethan masque: See note on p. 64.

Apollo in the moonlight: Apollo as the incarnation of youthful strength and beauty is, of course, the meaning here. He was also god of music, prophecy, medicine, and archery, as well as the protector of flocks and cattle. His twin sister was Diana. In later classic myth he was identified with the sun god, Helios.

Labyrinthine mazes: A reference to the complicated turnings and windings of a labyrinth.

111 *The story of Joseph and his brothers:* This story is told in the Old Testament, in the Book of Genesis. Joseph was the seventeen-year-old son of Jacob, who loved him better than all his other children. The brothers were jealous, and plotted to kill him. But, some merchants passing their way at this time, they sold Joseph to them for twenty pieces of silver. Genesis 37.

The coat of many colours: Joseph's coat, given to him by his father. When the brothers conspired against his life, they stripped him of his coat, dipped it in the blood of a slain kid, and brought it home to Jacob. He recognized it, of course, as the garment of his son and concluded that Joseph had been devoured by "an evil beast." Genesis 37.

Hypothesis: A supposition or conjecture put forth to account for known facts.

Greek patronymics: Greek family names. A patronymic name is one derived from an ancestor.

112 *Howells, William Dean* (1837–1920): was a distinguished American novelist, almost as well known in England as in this country. He is noted for the realistic quality of his characters, which are drawn largely from life. The house which the Gilman School used as a dormitory, and where Helen Keller lived, had formerly been the residence of the Howells.

The Book of Esther: One of the books of the Old Testament. King Ahasuerus, "which reigned from India even unto Ethi-

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opia," advanced a certain Haman, an enemy to the Jews. Because the Jew, Mordecai, refused to do him homage, Haman bore false witness against the Jews before the King, seeking by this means to have them put to death. Esther was a Jewess, the child of Mordecai's uncle, and the wife of King Ahasuerus. "So Esther arose and stood before the King, and said, 'If it please the King, and if I have found favour in his sight, and the thing seem right before the King, and I be pleasing in his eyes, let it be written to reverse the letters devised by Haman the son of Hammedatha the Agagite, which he wrote to destroy the Jews which are in all the King's provinces.'"

"*If I perish, I perish*": See Esther 4: 16. The story of Esther is told in a slightly different way and continued in the Apocrypha, chapters 14 and 15.

The story of Ruth: This forms the book of that name in the Old Testament. It is the story of the devotion of Ruth to her mother-in-law, Naomi. After her husband's death, instead of remaining with her own parents in the country of Moab, Ruth followed her mother-in-law back to her native land of Bethlehem. "And Ruth said, 'Intreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go, and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God; Where thou diest, will I die, and there will I be buried: the Lord do so to me, and more also, if ought but death part thee and me.'" Ruth 1: 16–17.

"*Things seen are temporal . . .*": II Corinthians 4: 18.

Macbeth: One of Shakespeare's greatest tragedies. Although there are purely imaginative creations in the drama, such as the witches, it is a fact that the historical prototypes of the play lived in Scotland before the middle of the eleventh century.

113 "*I could see . . . grief-stricken queen*": The stain referred to was caused by handling the dagger with which the King, incited by her, had put to death, Duncan, his rival to the throne. See *Macbeth*, Riverside Literature Series, No. 106, p. 85, Act V, Sc. 1.

The scene in which Gloucester's eyes are put out: See *Lear*, Act III, Sc. 7. Although this is an episode of shocking brutality,

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Shakespeare shows great restraint in his handling of the scene. No word of pain escapes from Gloucester. The scene rises to sublime nobility at the end, when the father, with both eyes blinded, thinks only of his sons, and without malice of the one who has betrayed him.

The Judases: Judas has become a synonym for "traitor" on account of Judas Iscariot, the disciple of Jesus, who betrayed Him to the Jews for thirty pieces of silver.

114 *Critics and commentators:* A commentator is a writer of critical notes, or comments, on a literary work.

Kittredge, George Lyman (1860–): Professor of English at Harvard University, is probably the greatest living Shakespearean scholar.

Considered valid: regarded as well-founded and sound.

Titans: In Greek mythology Titans were a race of giants, the offspring of Heaven (Uranus) and Earth (Gæa). They contended for the sovereignty of heaven and were overthrown by Zeus.

115 *Holocaust:* complete destruction, slaughter, or massacre. Properly the word connotes destruction by fire; whence comes the idea of a sacrifice, or offering.

The Phœnix: A mythical bird, frequently alluded to by classical writers, which makes a journey every five hundred years from Arabia to the Temple of the Sun at Heliopolis. At these intervals it makes a nest of spices, burns itself to ashes, and comes forth with renewed vitality for another like period of time.

Truth before convention: Miss Keller is here using "convention" in its bad sense, i.e., conventionalism, artificiality, and repression of what is natural in conduct.

A vehement, sledge-hammer vigor: A strong and rapid vigor like the blows of a hammer.

Mystically expressed: Symbolically expressed.

Goethe's Faust: See note on Goethe, p. 84. The quotation is from the concluding lines of the drama. They are spoken by the *Chorus mysticus*, and the scene is laid in heaven.

Honoré de Balzac (1799–1850): The greatest novelist of France, and some critics go so far as to say, the greatest of the world, though this latter opinion is highly debatable. He wrote of all classes of life, and his works have

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been collected under the general title of *La Comédie Humaine.* The idea behind his writings was "to do for human nature what has recently been done for zoölogy — to show that all society is bound together by a unity of composition, diversified by evolution in varied environments, so that there are species of men as of animals. The soldier, the lawyer, the workman, the scholar, the statesman, will show as distinct and abiding characteristics as the wolf, the shark, the ass, the raven, and the sheep."

Mérimée, Prosper (1803–70): A French novelist, historian, dramatist, and critic. He chose for his subjects exotic scenes and modes of life which were foreign to the experience of his readers; but, even when he crosses the border of the supernatural, he manages to keep the illusion of reality.

de Musset, Alfred (1810–57): Although this author is extremely clever and much admired by certain persons, one cannot help sympathizing with Miss Keller's feeling about him. Robert Louis Stevenson wrote: "Alfred de Musset had a poisoned and a contorted nature." (*Essays* and *Criticisms*, p. 172.)

I admire Victor Hugo . . . romanticism: Victor Marie Hugo (1802–85) was undoubtedly the greatest French poet of the nineteenth century. He was a consummate master of language, and, although as a writer he had serious faults, he was so generally popular that three generations of French youth have looked to him as a literary model, and the various schools of French verse which have arisen since his death have been united in one thing — claiming him as their father. His death in Paris caused an unprecedented wave of popular feeling, and he was given a funeral that was not to be excelled in pomp even by royalty. Most remarkable of all, the relics of Sainte Genevieve, the patron saint of Paris, were removed from the Pantheon to make way for the body of this new idol, which had been lying in state beneath the Arc de Triomphe.

Hugo's romanticism: Romanticism is a technical term having to do with the so-called *Romantic Movement* in literature. This movement was a revolt against the formalism and artificiality of the preceding age and toward a greater freedom of expression. Average human nature and events, which up

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to this time had been considered unworthy subjects of literature, now came into their own. At the same time there developed an interest in the strange and the marvelous, together with a new admiration for the beauties of nature. Of course this new attitude affected the language. Victor Hugo made the boast that he had treated the French vocabulary like a Robespierre and "put a red liberty cap on the old Dictionary."

116 *Carlyle, Thomas* (1795–1881): A Scotch man of letters and at one time Lord Rector of the University of Edinburgh. He was one of the greatest of British essayists and was deeply interested in German literature. He translated Goethe's *Wilhelm Meister* and kept up a lengthy correspondence with its author. One of his best works was a *History of the French Revolution.* He wrote also a *History of Frederick the Great,* in six volumes, in acknowledgment of which he received the Prussian royal order *Pour le Mérite.*

Wordsworth: William Wordsworth (1770–1850), Coleridge, and Southey were the three great names in poetry during the first half of the nineteenth century. In collaboration with Coleridge, Wordsworth wrote the *Lyrical Ballads,* which mark an epoch in the history of English poetry. Several of the poems were written in the language of the middle and lower classes. Wordsworth was influential in putting an end to the artificial poetic language of the eighteenth century. From the *Lyrical Ballads* dates the beginning of the Romantic Movement in English poetry.

Oddities and surprises of Hood: Thomas Hood (1799–1845) was an English poet with an abounding gift of humor and whimsicality. He was also capable of great tenderness and compassion, as some of his poems, particularly "The Song of a Shirt" and "The Bridge of Sighs," show. As a punster he excelled. The following quatrain illustrates his frivolous mood:

> After such years of dissension and strife,
> Some wonder that Peter should weep for his wife;
> But his tears on her grave are nothing surprising —
> He's laying her dust, for fear of its rising.

Herrick, Robert (1591–1674): was remarkable for the unusual turn which he gave to his phrases and for the odd form

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of his poems. For example, a poem that he wrote on the Cross of Christ is so worded that when printed it is in the shape of a perfect cross. In another of his poems, called "Delight in Disorder," he pleads for carelessness in woman's dress! Some of his lovely lyrics, "Corinna's Maying," "Cherry Ripe," and "Gather Ye Rosebuds," have been set to music.

Palpable scent of lily and rose: Literally, *palpable* means "capable of being apprehended by the sense of touch, or tangible." What is the force of the word here?

Whittier, John Greenleaf (1807–92): was an American poet and the author of "Snow-Bound," which has been compared to Burns's "The Cotter's Saturday Night." He was a Quaker. His interest in the cause of anti-slavery was tremendous. He was at one time editor of the *Pennsylvania Freeman*, but his printing office was sacked and burned by a mob.

Rectitude: Integrity.

Mark Twain: This name is derived from the call used by seamen in taking soundings. Mark Twain's real name was Samuel Langhorne Clemens (1835–1910). For many years he was a steamboat pilot on the Mississippi River, and there acquired a fund of information which he afterwards used in his books. Although primarily a humorist, he wrote a serious life of Jeanne d'Arc, for whom he had great reverence.

Lowell, James Russell (1817–91): A distinguished American essayist, poet, and diplomat. He was appointed United States Minister to Madrid and later was transferred to London. His most original work is probably *The Biglow Papers*, a series of satirical poems published against the Mexican War. *Among My Books* and *My Study Windows* are delightful essays in criticism. Besides writing a quantity of original poetry, Lowell edited the works of Keats, Shelley, Wordsworth, and Donne.

Literature is my Utopia: Utopia is a word used to signify an ideal kingdom or state of society in which everything is perfect. The expression is taken from the *Utopia* of Sir Thomas More, a political romance descriptive of a happy society on an imaginary island. The adjective *utopian* is used to mean "impracticable" or "illusory."

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I am not disfranchised: that is, "deprived of my rights." The word *disfranchise* means to deprive of or exclude from the rights of a free citizen, or some franchise previously held.

119 *Evangeline's country:* Nova Scotia. Evangeline is the heroine of a poem of that name written by Longtellow. The plot is taken from Hawthorne's *American Note Books* and tells of "the violent removal by the British Government of a colony of French settlers . . . in 1775." Evangeline becomes separated from her lover; the poem recounts their long years of search for each other and their final reunion.

Bedford Basin: A sheet of water five miles long and one third of a mile wide on the southern coast of Halifax. It is bordered on all sides by hills rising 200 to 330 feet. One enters it by way of the Narrows leading from Halifax Harbor. The Basin is a favorite resort for boats of the Royal Yacht Club.

McNabb's Island: This is three miles long and is in the Northwest Arm.

The Northwest Arm: This is a river-like inlet which runs northwest from Halifax Harbor to within two miles of Bedford Basin. The shores rise abruptly and are very picturesque. Melville Island is in the upper part of the arm. Here American prisoners were kept during the War of 1812.

120 *Tacking:* To make a run, or course, obliquely against the wind.

Jibbing: To pull a sail or a yard from one side of the vessel to the other.

King Philip: One of the two sons of Massasoit, an Indian chief who had been the lifelong friend and ally of the English. Upon the death of the chief, the sons, Philip and Alexander, were at first friendly to the settlers; but owing to encroachments of the white men, this feeling soon changed to one of hatred and desire for revenge. It is possible Philip imagined that his brother, who died about this time, had been poisoned. In any case his death was the signal for the outbreak of a great Indian war — the most cruel and bloody series of massacres in forty years. After six years' hard fighting, in which many settlers and Indians were slain, Philip was at length trapped. When he attempted to escape, he was shot by an Indian aid of the settlers. Washington Irving gives a somewhat sentimental picture of the Indian chief:

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"He went down like a lonely bark, foundering amid darkness and tempest, without a pitying eye to weep his fall, or a friendly hand to record his struggle." The other extreme of this estimate is given by Captain Church, the Puritan soldier who pursued him: "They drew him through the mud into the upland, and a doleful great naked beast he looked like."

King Philip's Pond: Also called Lake Archer. It is one of the two large bodies of water in Wrentham, the other being Lake Pearl.

121 *Even as the roots*, etc.: From "The Cathedral," by James Russell Lowell.

122 *Fighting in the far-away Pacific:* The Russo-Japanese War, which took place in 1904–05 and ended in victory for Japan.

123 *Dissonant tumult:* Discordant tumult.

124 *Phiz:* Sometimes written *phyzog;* a corruption of the word *physiognomy*, meaning the face.

126 *I feel . . . the forest:* Diana was goddess of the chase, identified by the Romans with the Greek goddess, Artemis. She was also the moon goddess and twin sister of Apollo. See note on p. 110.

The Venus: Of Milo (or Melos). The statue is so called because it was brought from the island of Milo, in the Ægean Sea, by Admiral Dumont d'Urville in 1820. It is one of the most beautiful statues of antiquity; the original is now in the Louvre, in Paris.

Barye, Antoine Louis (1795–1875): was the foremost animal sculptor of France. He was appointed Keeper of Models and Moulds at the Louvre.

A man acquainted with sorrow: This is a reference (possibly unconscious) to an expression found in that wonderful chapter in Isaiah which is sometimes interpreted as a prophecy of the death of Jesus — "a man of sorrows, and acquainted with grief." (Isaiah 53:3.)

O dark, dark, dark, etc.: From *Samson Agonistes* (line 80), a dramatic poem by Milton, based on the story of Samson told in Judges 13–16.

127 *Terry, Ellen* (now Mrs. James Carew): The daughter of well-known actors. She toured America ten times. Her partnership with Sir Henry Irving, extending over nearly a quarter of a century, made the last years of the nineteenth

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century a brilliant period in the history of the English stage. The part in which Helen Keller saw her was probably Queen Katherine in Shakespeare's *Henry VIII.*

That divinity that hedges sublimest woe:

> There's such divinity doth hedge a king,
> That treason can but peep to what it would.
> *Hamlet*, Act IV, Sc. 5, l. 106.
> See Riverside Literature Series, No. 116, p. 126.

Irving, Sir Henry (1838–1905): He was the first actor to receive the honor of knighthood. His original name was John Brodribb, but in 1887 his stage name of Irving was legalized by royal license. Four years earlier he had come for the first time to the United States with Miss Terry and the members of his company.

Wearing the symbols of kingship: Probably he was taking the part of Henry VIII.

Jefferson, Joseph (1829–1905): One of the most distinguished actors that this country has produced. Both his father and grandfather belonged to the profession. He entered upon his stage career at the early age of three, appearing as a child in *Pizzarro.*

Rip Van Winkle: This story, by Washington Irving, was dramatized especially for Mr. Jefferson. Rip was one of his most famous rôles.

128 *Village of Falling Water:* Act I, Sc. 1, is laid in this village "amid unmistakable Hudson River Scenery, with the shining river itself and the noble heights of the Kaatskills visible in the distance." The time is that of George III.

Schneider: Rip Van Winkle's dog.

The sigh of Rip . . . : Rip says, in Act IV, Sc. 3, "Are we so forgot when we are gone? No one remembers Rip Van Winkle."

After his long sleep: Rip goes to sleep when he is a young man and sleeps twenty years. When he wakes up he finds himself an old man. Many of his friends are dead, and great changes, among them the American Revolution, have taken place in the country.

Derrick: A bullying character in the play who tries to take advantage of Rip.

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129 *The Prince and the Pauper:* The story, written by Mark Twain, of a prince who exchanged places with a pauper. A dramatization of it was made by Abby Sage Richardson. The play was first produced at the Broadway Theater in New York.

131 *Libation:* A liquid poured as an offering; a drink-offering to a god.

132 *Brooks, Phillips* (1835–93): Rector of Trinity Church, Boston, and later Bishop of Massachusetts. He was noted for his broad-minded tolerance and was widely beloved by all classes and conditions of men. It was Captain Keller's earnest wish that his child's earliest religious instruction should come from Phillips Brooks.

133 *God in all . . . consoles:* The quotation is from "The Cathedral," by James Russell Lowell.

Therefore . . . shall not triumph: This is a paraphrase of the following lines in Browning's "Asolando":

> Never doubted clouds would break
> Never dreamed, though right were worsted,
> wrong would triumph. . . .

Swedenborg's Heaven and Hell: Emmanuel Swedenborg (1688–1772) was a Swedish scientist, philosopher, and mystic. In his volume *Heaven and Hell* he recorded supernatural conversations which he believed he heard. Although he founded no church his followers formed a sect which is known as the New Jerusalem Church. Miss Keller belongs to this sect.

134 *Drummond, Henry* (1851–97): A Scottish minister of the Free Church who engaged in active missionary work among students. In 1877 he was appointed lecturer on Natural Science in the Free Church College, Glasgow, and in 1884 became Professor of Theology. The aim of Drummond was to reconcile science and religion, which, to the thinkers of his time, seemed irrevocably opposed. To this end he wrote *Natural Law in the Spiritual World* and *The Ascent of Man.*

Holmes, Oliver Wendell (1809–94): He was Parkman Professor of Anatomy and Physiology at the Harvard Medical School, but is even better known as a man of letters. When James Russell Lowell was editor of the *Atlantic Monthly*

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Dr. Holmes contributed serially to the magazine the papers known as *The Autocrat of the Breakfast Table* and *The Professor at the Breakfast Table.* The doctor was noted for the wit and humor which overflowed into his writings.

His library: This was in his house at 296 Beacon Street, Boston. The room overlooks the Charles River. Within sight of its windows, on the Charles River Embankment, a stone seat and sundial have been placed as a memorial to Oliver Wendell Holmes.

Break, break, break . . .: The quotation is from a poem of four stanzas of which the first line is also the title. The stanza ends:

> And I would that my tongue could utter
> The thoughts that arise in me.

135 *Quaint speech:* The Quakers, to which sect Whittier belonged, use the pronouns *thee* and *thou,* when in modern English we say *you.*

"*Laus Deo*": Whittier wrote this poem on hearing the bells ring for the passage of the Constitutional Amendment abolishing slavery. The thought of the poem came to him while he was sitting in silence in the Friends' Meeting House in Amesbury, and when he came home he recited a portion of it. In a letter to Lucy Larcom he said that the poem wrote itself, or rather, sang itself. See Riverside Literature Series, No. 5, and 175.

> Ring and swing,
> Bells of joy! On morning's wing
> Send the song of praise abroad!
> With a sound of broken chains
> Tell the nations that He reigns,
> Who alone is Lord and God.

From Peter's limbs: King Herod imprisoned Saint Peter, but "the angel of the Lord came upon him and a light shined in the prison: and he smote Peter on the side, and raised him up, saying, Arise up quickly. And his chains fell off from his hands." (Acts 12: 7.)

136 *Warner, Charles Dudley* (1829–1900): A close friend of Mark Twain's and collaborated with him in writing *The Gilded Age.* The department in *Harper's Magazine* called "The

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Editor's Drawer" was conducted by Mr. Warner, who later succeeded Mr. Howells in "The Editor's Study" of the same periodical. He traveled widely and contributed accounts of these travels both to newspapers and to *Harper's Magazine*. The "American Men of Letters" series was edited by Mr. Warner. Like Mr. Gilder, he took great interest in prison reform and other philanthropies. The reference here is to *Baddeck and That Sort of Thing*.

Helping him fly kites: Helen Keller's sense of touch was so highly developed that she could tell when the string or wire holding the kite was likely to break under the strain.

137 *Hutton, Laurence* (1843–1904): Mr. Hutton was an ardent traveler and owned a remarkably interesting collection of literary curiosities. His house was the gathering-place of a charming group of literary people. He himself was a dramatic critic and, at one time, dramatic editor of the New York *Evening Mail*, and literary editor of *Harper's Magazine*.

Mr. Hutton introduced me . . . Mark Twain: For Helen Keller's own account of this meeting with Mark Twain, see her letter to her mother, on page 196.

Mr. William Dean Howells: See note on p. 112.

Mark Twain: See note on p. 116.

Gilder, Richard Watson (1844–1909): An American poet and editor-in-chief of the *Century Magazine*. He was actively interested in public affairs, especially those which were philanthropic or had to do with good government. His public-spirited activities were numerous. He was a founder of the New York Tenement House Commission, which investigated the living conditions of the poor with the object of alleviating them, and first President of the New York Kindergarten Association.

Stedman, Edmund Clarence (1833–1908): An American poet, critic, and essayist. After the death of Lowell, he was recognized as a leader in American poetry and criticism. He was one of the original members of the American Academy of Arts and Letters. He was on the staff of the New York *Tribune* and went to the front during the Civil War as correspondent of the New York *World*.

138 *Burroughs, John* (1837–1921): An American naturalist, critic, and essayist. His thought is straightforward and

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untrammeled by either pedantry or convention. His essays on nature are delightful; but the book for which he is best known is *The Light of Day*, a criticism of orthodox religion. After his death, "Slabsides," the farm on the Hudson River where he had lived many years, was purchased by a number of his admirers and made a permanent memorial to his life and works.

Little Ascanius: The son of Æneas, the hero of Vergil's *Æneid*.

He has his own way . . . everything: Mark Twain used to dress entirely in white, and he had an inordinate fondness for cats. The story is told of him that he put up a notice to burglars in his house telling them where all the valuables were to be found, but enjoining them not to disturb the kittens in their basket under the hall stairs!

Even while he utters . . . human sympathy: Helen Keller has expressed this idea, though in different words, in a letter to Mark Twain which has been published in the *Critic* for May, 1906, vol. 48, pp. 404–05.

Wiggin, Kate Douglas (1859–1923): She married Mr. George C. Riggs. She was an American author who was honored by Bowdoin College with the degree of Litt.D. Throughout her life tremendously interested in kindergartens, she herself organized the first free kindergarten on the Pacific Coast. The proceeds from some of her books were devoted to the furthering of the work of free kindergartens. One of her best-loved books is *Rebecca of Sunnybrook Farm*, which has been dramatized. She has written an autobiography entitled *My Garden of Memory*, and her sister, Nora A. Smith, has written *Kate Douglas Wiggin as I Knew Her*.

CHAPTER BY CHAPTER QUESTIONS

CHAPTER I

1. Why did Helen Keller think the task of writing an autobiography difficult?
2. Who was Lafayette? (Page 4, line 13.)
3. Who was Robert E. Lee? (Page 4, line 16.)
4. What and when was the Civil War?
5. What were Helen Keller's surroundings as a small child? Describe them.
6. What touch of humor do you find in the second paragraph on page 6?
7. What tendencies did Helen Keller manifest as a baby?
8. How does Helen apply to herself the quotation at the end of the chapter?

CHAPTER II

1. Is there any indication in this chapter that the memory of what Helen Keller had seen before she became blind survived? If so, what incidents suggest such a recollection?
2. Who were Helen Keller's constant companions?
3. What were some of the things that she did with Martha Washington?
4. How did she manifest her "self-asserting disposition"?
5. What incidents show that Helen was a mischievous child?
6. What incident shows that very early in her life she had learned one of the uses of fire?
7. What does Helen Keller tell us of her father?
8. What is meant by "the valley of twofold solitude"? (Page 16, line 9.)
9. Why was it that Helen did not feel affection at this time for her baby sister?
10. What does she mean by saying, "when I was restored to my human heritage"? (Page 16, line 12.)

CHAPTER III

1. What caused Helen Keller's outbursts of passion?
2. Do you think that the inability to express herself would have had this effect on a less intelligent child?
3. What gave Mrs. Keller her first encouragement to believe that her child could be helped?

4. How did Helen amuse herself on the journey to Baltimore?
5. What incident shows her resourcefulness?
6. Did Captain Keller look forward hopefully to his interview with Dr. Bell?
7. How did Dr. Bell receive the child, and what impression did he make upon her?
8. What advice did Dr. Bell give Captain Keller?
9. Did he follow it?
10. What was the result?

CHAPTER IV

1. What was the most important day in Helen Keller's life? Why was it so?
2. What was her mood on the afternoon of that day?
3. What was the first word that she learned to spell? Why was that particular word chosen?
4. When she began to spell words, did she understand that everything had a name?
5. Explain the following sentence (page 23, line 10): "In the still, dark world in which I lived there was no strong sentiment or tenderness."
6. What was needed to awaken this tenderness?
7. How was the "mystery of language" first disclosed to Helen?
8. Explain the connection between this new understanding which came to Helen Keller and her repentance for the broken doll.
9. Why was this day happier than any which Helen had passed since her illness?

CHAPTER V

1. The Tennessee River (page 25, line 11) was only a few miles from Helen Keller's home. Its course is very devious. Find this river on a map. Through what States does it flow? Where does it rise?
2. What was the nature of Helen's earliest lessons with Miss Sullivan?
3. What frightening experience did Helen have? Do you think it natural that she should have been so frightened?
4. Notice the way in which she describes, step by step, the approaching thunder storm (pages 26-27). What phrases make the description particularly vivid?
5. How did she overcome her fear of climbing trees? Notice (page 28) that she was climbing this tree by herself. What quality does this show in a little deaf-blind child?

Word Study

Page 26, line 25, *sinister:* As you will probably recognize, this is a Latin word. What is its meaning in that language? Notice the changes in meaning through which it has passed. What French word is derived from it?

CHAPTER VI

(This chapter gives an account of how Helen Keller obtained her first abstract idea. Up to this time she had learned the names of tangible objects and the words for motions — such as *stand*, *walk*, etc. As you read consider the following questions.)

1. How did Miss Sullivan illustrate the meaning of the word *love?*
2. Was she successful at first in making Helen understand it? Why? Or why not?
3. What was the first abstract idea that Helen understood? What were the *conditions* under which she perceived it?
4. In teaching Helen language, how did Miss Sullivan supply the lack which her pupil suffered through being totally deaf?
5. Why is it that the deaf-blind find it so difficult to acquire the art of casual conversation?

Word Study

Page 32, line 1, *spontaneous:* From what English noun does this adjective come? What is the adverbial form? What is the Latin form of the adverb? Is the meaning the same as in English?
Page 32, line 13, *augmented:* From what language does this word come? Look up the noun, then the verb.

CHAPTER VII

1. Describe how Miss Sullivan taught Helen Keller to read.
2. Did she have regular lessons?
3. Did Helen enjoy these lessons? If so, why?
4. Where did they study?
5. What were some of Helen's happy memories in connection with nature?
6. What was the favorite walk of Miss Sullivan and Helen? What did they do when they arrived at the wharf?
7. What study did Helen dislike? How did Miss Sullivan try to interest her in it?
8. What nature studies did Helen have? Was she interested in them?
9. What poem did Miss Sullivan read to Helen at this time, and what comparison did she make?

10. In the last sentence on page 37, what figure of speech does Miss Keller employ? Do you think it adds to the charm of the paragraph?
11. In what particular way, according to Helen Keller, has Miss Sullivan helped her?
12. What, according to Miss Keller, were the three of her teacher's traits which "made her early education" so happy? Cite an instance of each which you have noticed so far in this book.

Word Study

Page 36, line 4, *devious:* Look up this word in a Latin dictionary. What meaning is given? Has the word this meaning in English? From what two Latin words is it derived? Is the spelling identical with the English spelling? What English adverb comes from "devious"?

CHAPTER VIII

1. How was Helen Keller's Christmas made happy?
2. How did this Christmas differ from those which she had passed before?
3. What traits of character do you find in Helen? (Page 40, paragraph 2.)
4. Which of her presents gave her greatest pleasure? Why was this gift a happy choice for her?
5. What became of Little Tim? How did Helen Keller know what had happened to him?
6. Can you imagine the feelings of Captain and Mrs. Keller when they realized the change which had taken place in their child since her last Christmas?

CHAPTER IX

1. What was the second important event in Helen Keller's life?
2. What was the difference between this journey and the one which she made two years earlier?
3. As they sat in the train, what sights did Miss Sullivan describe to Helen?
4. What was the final fate of "poor Nancy"? What sentence in this paragraph shows Miss Keller's whimsicality?
5. How did the meeting with other blind children affect Helen? What does this feeling show with regard to the growth of her own nature? Did this first impression continue? If not, why?
6. How long did it take Helen Keller to feel at home in her new environment?

7. What childish idea did she have about the Bunker Hill Monument? Was this a natural idea for a child?
8. What in Plymouth most interested Helen? Can you think of a reason for this?

CHAPTER X

1. Where did Helen Keller spend the summer?
2. What was her most vivid recollection of it?
3. How had she learned about the sea? Was she anxious to be near it?
4. What was her first experience with the water? What question did she ask about it?
5. Do you not think it remarkable that she afterward overcame her fear and learned to swim? What trait of character does this prove?
6. What sensation at the seashore did Helen find "great fun"? What was there in it that so delighted her?
7. What strange animal did she try to make a pet of? What became of it? Was this a disappointment?

Word Study

Page 47, line 16, *pulsations:* In what part of the human body does one feel a beat, or throb? What English words can you form with *pulsion* (instead of *ation*) and some prefix? Give the meaning in each case. From what language does the word *pulsation* come?

CHAPTER XI

1. What transformation had taken place in Helen Keller as a result of her visit to the North?
2. Describe the surroundings of Fern Quarry.
3. Where was it?
4. How did it get its name?
5. Describe the camp itself.
6. How did visitors to Fern Quarry pass their time?
7. What odor awakened Helen at dawn? What other preparations for the hunt could she know about without the use of language?
8. What form of entertainment was prepared for the hunters during their absence?
9. How does Helen describe the return of the hunting party?
10. What were her pastimes at Fern Quarry?
11. What exciting experience did she have there? What do you think of exposing children to such danger?

12. Was Helen afraid? How do you know this? Would you have been afraid in her place?
13. Where were the family when Miss Sullivan and the children finally reached home?

CHAPTER XII

1. What new experience did Helen Keller have when she visited in New England?
2. Notice the charm of the second paragraph. Can you see how it is attained?
3. What effect does Helen Keller say that the blizzard had upon those who felt it?
4. What verb does she use at the end of the first paragraph to express the behavior of the wind? Why is it a good one? What figure of speech is this?
5. To what does Helen compare the pine trees after the storm? What figure of speech is this?
6. How do you know that the light was very intense? (Notice that this is the only instance in the book of Helen's noticing light.)
7. What was Helen's favorite amusement during this winter? What do you think was the fascination for her in this?

CHAPTER XIII

(This is the account of Helen Keller's learning to speak. As you read the chapter, think of the following questions.)

1. How old was Helen when she learned to speak?
2. Had she shown a desire to speak before this?
3. What does she say is the limitation of the manual alphabet as a means of communication?
4. Who was Ragnhild Kaata? How did her life influence that of Helen?
5. What was Miss Fuller's method of teaching Helen to speak?
6. Could her speech be understood at first?
7. How did she improve it?
8. How is the manual alphabet used by a blind person?
9. How did the different members of the family receive Helen when she returned to Tuscumbia?

Word Study

Page 64, line 23, *Ceres:* What common noun is derived from this word? Make as long a list as you can of common nouns which are derived from proper names. (Ex. *sandwich*, from the Earl of Sandwich.)

CHAPTER XIV

1. What event made Helen Keller very unhappy?
2. Why was she so miserable?
3. What was the attitude of Mr. Anagnos toward her at first? What caused him to change it later? Do you think he was to blame for this?
4. On page 67, lines 10, 11, Helen writes, "All the friends I loved best, except one, have remained my own to the present time." Who was the "one"?
5. What expressions on page 70 show that she felt very bitterly the loss of this friend?
6. Do you think it natural for her to have felt this way?
7. Might she have overlooked his apparent doubt of her, in the light of his unfailing kindness in the past?
8. What was the true explanation of the similarity between *Birdie and His Friends* and *The Frost King?*
9. What cruel ordeal did Helen have to face in connection with *The Frost King?* How did she bear herself throughout it?
10. What fear has always followed her as a result of her unhappy experience?
11. Why was it difficult for Helen Keller to distinguish her own thoughts from those of other people?

CHAPTER XV

1. Where did Helen Keller spend the summer and winter following *The Frost King* episode?
2. What thought tormented her?
3. How did Miss Sullivan try to restore her self-confidence?
4. What change took place in Helen's life as a result of *The Frost King* episode? What does she mean by saying (page 73, line 13), "My thoughts were turned inward, and I beheld things invisible"?
5. What were "the chief events of the year 1893"?
6. What special privileges did Helen enjoy at the World's Fair?
7. What things particularly interested her?
8. What effect did the trip to the World's Fair have upon her development?

Word Study

Page 73, line 15, *penumbra* — from the Latin *pæne* (almost) and *umbra* (shadow). What English words does *umbra* suggest?

CHAPTER XVI

1. What studies had Helen Keller pursued for her own pleasure up to 1893?
2. What success had she attained in French?
3. How did she study to improve her speech?
4. Who was her first teacher, aside from Miss Sullivan? What does she say of him?
5. Does she enjoy arithmetic now any better than she did as a child?
6. What was her feeling about Latin grammar? Did the feeling change later?
7. What passage shows her growing love of language for its own sake?

CHAPTER XVII

1. To what school did Helen Keller go when she was fourteen?
2. Why was this school chosen?
3. What studies did Helen pursue there? Which one interested her especially? Can you think of a reason for this?
4. What book did she particularly enjoy?
5. Did she attain her ambition of learning to speak like other people?
6. What reason does she give for her difficulty with arithmetic?
7. What was the only place in New York that Helen found congenial?
8. What excursions did she take outside of the city?
9. What sorrow did she have before leaving New York?

CHAPTER XVIII

1. To what school did Helen Keller go after leaving the Wright-Humason School? Why was this school selected?
2. What were her studies for the first year?
3. What serious drawbacks were there to her progress?
4. Whose hand was it that alone "could turn drudgery into pleasure"? (See page 84.)
5. Which one of her German books does Helen say she was sorry to finish? What do you know about Helen that would make her especially care for it?
6. What was her estimate of Burke's *Speech on Conciliation with America?* When were the "stirring times"? (Page 84, last line.)
7. Which King George was it who "turned a deaf ear to his warning prophecy"?

8. Did Helen admire Samuel Johnson? What qualities of his did she admire?
9. What criticism does she make of the author of his *Life?*
10. Who is meant by "the Demosthenes of Great Britain"?
11. What new experience did Helen have at the Cambridge school?
12. What subjects did she offer at the preliminary examinations? Was she successful in all of them?
13. Give an account of the way in which she took these examinations. Under what disadvantage did she work?
14. What reasons does she give for the fact that she passed with higher grades in the preliminary than in the final examinations?

CHAPTER XIX

1. What difficulties did Helen Keller have to contend with in her second year's work at the Gilman School?
2. Which study continued to be a stumbling-block? Was this difficulty overcome? How?
3. What difference of opinion arose between Mr. Gilman and Miss Sullivan?
4. What was the result of this?
5. Was the new arrangement an improvement? Why? Do you think that Helen suffered any loss through leaving school? If so, what was it?
6. What subjects did she present at the final examinations?
7. How did the college authorities prevent there being any question as to their fairness? Why were these elaborate precautions necessary?
8. What great difficulty did Helen meet in the mathematics examinations? Do you wonder that, as she says, she found it very hard to keep her wits about her? (Page 94.)
9. Do you think that the administrative board of the college was to blame for making her task unnecessarily difficult?
10. How does Helen, in alluding to this, show her generosity? (See last paragraph of chapter.)

CHAPTER XX

1. Did Helen Keller enter college as soon as she could after passing her examinations? When was her ambition realized? Why was it postponed?
2. What was it that attracted her so irresistibly to college?
3. How did she apply the words, "To be banished from Rome is but to live outside of Rome" to herself?
4. What was her attitude toward college at first?

5. What was her opinion of her professors? What sentence indicates that she changed her mind later?
6. What were the disadvantages that Helen mentions in going to college?
7. What were her studies during her first year? Do you wonder that she felt pressed for time?
8. In what ways were the conditions under which she had to work at college different from those of other students? How did she overcome these conditions?
9. Why did she need more time than other girls in which to prepare her lessons?
10. What does she tell us "chafes" her spirit and makes her "rebellious"?
11. Does she allow herself to become discouraged on account of these obstacles?
12. What studies did she pursue in her sophomore year at Radcliffe? What course did she particularly enjoy, and why?
13. What did Helen study in her junior year?
14. What criticism does she make of the way in which subjects are taught at college? Do you agree with her point of view? What exception does she make?
15. Why were the examinations the "chief bugbears" of her college life?
16. Notice the paragraphs in which she describes these examinations. What means does she take to make the description interesting and vivid?
17. What paragraph shows her sense of humor and power of self analysis?
18. According to Helen, how should education be taken?
19. On page 103, what figure of speech is she using when she says, "Such knowledge floods the soul unseen with a sounding tidal wave of deepening thought"?
20. What inspiration does she derive from knowing the thoughts and deeds of the past?

CHAPTER XXI

(This whole chapter is about books. Read the questions first. With them in mind, read the chapter; then reread it answering the questions.)

1. Why have books meant so much more in Helen Keller's life than in that of an ordinary person?
2. What were the earliest books that she read?
3. When did she begin to read "in good earnest"? Did she understand then all of what she read? Of what benefit was this reading to her?

4. What was the occasion of her feeling for the first time a keen sense of her deprivations?
5. What was the book that she read over and over again? Of what importance was it in her development?
6. Did Helen Keller care for *The Pilgrim's Progress?*
7. For what reasons did she not care for La Fontaine's *Fables?*
8. Why did she like the *Jungle Book* and *Wild Animals I have Known?*
9. What part of the world "exercised a mysterious fascination over" her?
10. What problem in connection with the story of Medea and Jason troubled Helen? Did she find the solution?
11. Which one of the classics did she especially value?
12. What does she say is necessary to the appreciation of poetry?
13. How does she contrast Vergil and Homer?
14. What does Helen Keller say of the Bible? Did she care for its stories as a child? Why? Or why not?
15. Do you agree with Mr. Howells and Helen Keller, who wished that the literature of the past might be purged of all that is ugly and barbarous in it?
16. What objections might be raised to this?
17. Which of Shakespeare's plays impressed Helen most? Which one filled her with horror? Why?
18. How did she feel about Shylock, Judas, and Satan?
19. Is this what you would expect in her?
20. What typical characteristic does it show?
21. What "secret compact" did Helen make in regard to reading Shakespeare? What induced her to break it?
22. What was Helen's favorite reading next to poetry?
23. What appreciation does she give of German literature?
24. Who are her two favorite French authors?
25. What three poets does she group together as "interpreters of eternal things"?
26. What does she say of Mark Twain?
27. To what does she compare Lowell's mind?

Word Study

Page 107, line 5, *mutable:* What three English nouns are related to this word? Give the meaning of each. From what language is the word derived?

Page 109, line 29, *avaricious:* What noun does this come from? What is the adverbial form? What is the French word meaning *an avaricious person?* What is the adjective derived from it?

Page 110, line 22, *labyrinthine:* Look up this word in a large diction-

ary and see from what it is derived. Why is Miss Keller's phrase *labyrinthine mazes* particularly suitable to the thought which she is trying to express?

Page 115, line 10, *convention:* From what Latin word does this come? What is the root meaning? What does the prefix *con* mean?

Page 115, line 18, *potency:* From what Latin adjective does this word come? To what declension does it belong? What is the Latin noun meaning *power?* What is a potentate?

Page 116, line 18, *rectitude:* What Latin noun corresponds to this word? From what Latin verb does *rectitude* come? What is its root meaning? Make a list of English words derived from the past participle of the Latin.

Page 116, line 23, *pessimist:* From what language does this word come? What part of speech is it in that language? What is its root meaning? Give two forms of the word in English.

Page 116, line 27, *optimism:* What is the opposite of this word? From what language do they both come? What part of speech are they in that language? What is their meaning? Give another form of each of these words in English.

CHAPTER XXII

1. What were Helen Keller's outdoor pastimes at Wrentham?
2. How does she manage to go rowing without a rudder?
3. What charming phrase does she use to express her delight in canoeing by moonlight? (Page 119.)
4. What shows her extreme sensitiveness to the air about her? To what does she compare this feeling? (Page 119.)
5. What does she say is her favorite amusement?
6. Where is "Evangeline's country"?
7. Find on the map (*a*) Halifax, (*b*) Bedford Basin, (*c*) McNabb's Island, (*d*) the Northwest Arm.
8. Relate the "thrilling experience" of which Helen Keller speaks. Was she alarmed by their danger? Why? Or why not?
9. What reasons can you discover for her being so fond of Wrentham?
10. How does she feel the difference between walking in the country and in the city? What unpleasant things is she conscious of in the city?
11. How does she account for the fact that street noises are harder for a deaf-blind person to bear than for one who can see?
12. What is there in the city that makes Helen Keller "grow hot and indignant"? What haunts her with "a constant sense of pain"? What does this show as to her own nature? Whom does she blame for these conditions? Does she suggest any remedy?

13. Name at least half a dozen ordinary pastimes which Helen Keller enjoys.
14. How is she able to "see" sculpture? Notice the beautiful passage about Homer. (Page 126.)
15. Why should she imagine Homer as singing? (Page 126, line 28.) What was the "wonderful, glorious song" that he sang?
16. Did Helen Keller derive pleasure from the theatre? How do you account for this? What great actors did she know? How were they able to give her pleasure?
17. What was the first play to which she was taken? What pleasure did she have on this occasion?
18. What sentences tell you that Helen Keller is sometimes very unhappy? How has she learned to overcome this?

WORD STUDY

Page 123, line 2, *dissonant:* From what language does this word come? Of what two parts is it composed? What is the prefix? What does it mean? What is the root meaning of the second part of the word? What French verb comes from the above word?

CHAPTER XXIII

(This chapter is devoted to an account of Helen Keller's friends. Notice, by reading the first sentence and the last, how skillfully she has unified it.)

1. What does Helen Keller mean by "the beauty and harmony of God's real world"? (Page 131, line 17.)
2. What kinds of people does she admit that she dislikes?
3. Can Helen tell about the character of people through their handshake?
4. What does she say is one of the "sweetest privileges" of her life? Would this not be true of any life?
5. What tribute does she pay to Bishop Brooks? What two great ideas did he impress upon her mind?
6. Do you think Helen is anxious about the future life? Why? Or why not? Do the friends who have died seem closer to her than those who are not living seem to us? How can you account for this?
7. Of all the people she knew, whose way of life seemed most satisfying to Helen Keller?
8. What was it that made Dr. Holmes weep? (Page 134, line 30.) What does this show with regard to him?
9. What other American poet did Helen Keller visit soon after she saw Dr. Holmes? What poem did she read to him? What did he tell her about it?

10. Of whom does she say, "He has been a prophet and an inspirer of men, and a mighty doer of the word, the friend of all his race —"?
11. Of whom does she say, "We love him alike for what he himself has achieved and for what he has evoked from others"?
12. Mention at least six of the literary people whom Helen Keller met in New York.
13. At whose house did she meet most of them?
14. What does she say that Mrs. Hutton has done for her?
15. What does she say of Mark Twain?
16. In what graceful manner does Helen Keller pay tribute to her friends in the concluding paragraph?

COLLEGE ENTRANCE EXAMINATION QUESTIONS[1]

1. (A, 1913.) Lessons from Franklin's *Autobiography*. (One hundred and fifty words or more.) [Apply this to *The Story of My Life*.]
2. (A, 1914.) A letter advising the reading of Franklin's *Autobiography*. (One hundred and fifty words or more.) [Apply this to *The Story of My Life*.]
3. (A, 1908.) Striking traits in Goldsmith's character. (At least two paragraphs.) [Apply this to *The Story of My Life*.]
4. (B, 1911.) What famous men were personal friends of Dr. Johnson, and for what were they famous? [Apply this to *The Story of My Life*.]
5. (C, September, 1918.) From the life of some person whose biography you have read, select an episode that seems to you particularly characteristic. Retell this episode and show wherein it is characteristic. [Apply this to *The Story of My Life*.]
6. (11, 1919.) What interest and value do you find in essays or biographies? Defend or attack one of these kinds of writing in one or more well-constructed paragraphs, referring to essays or biographies not already mentioned in this paper. [Apply this question to *The Story of My Life*.]
7. (11, 1920.) "What and how produced was the effect of society on him, what and how produced was his effect on society?" In these words Carlyle sets forth his idea of the aim of biography. (One or more paragraphs.) [Apply this to *The Story of My Life*.]
8. (1, 11, June, 1923.) What to your mind are the advantages of

[1] Used by permission of the College Entrance Examination Board.

autobiography as a means of portraying character? [Apply this question to *The Story of My Life*.]

9. (C, June, 1919.) Write very brief explanatory notes for *ten* of the following fifteen names and places [three of these are mentioned in *The Story of My Life*]:

1. Sherwood Forest
2. Grub Street
3. Apollo
4. Don Quixote
5. John Keats
6. The Holy Grail
7. King Lear
8. Ulysses
9. Paradise Lost
10. Dante
11. Ben Johnson
12. King David
13. Walt Whitman
14. The Alhambra
15. Huckleberry Finn

10. (C, June, 1920.) Write brief explanatory notes, of not more than a few sentences each, for ten of the following fifteen names [two of these are mentioned in *The Story of My Life*]:

1. Vanity Fair
2. Falstaff
3. Dido
4. Sleepy Hollow
5. Mr. Pickwick
6. Pontius Pilate
7. Achilles
8. Arcadia
9. The Lilliputians
10. Utopia
11. The Sirens
12. The Faerie Queene
13. Chaucer
14. Cleopatra
15. Concord

11. (C, June, 1921.) Name the authors of any *five* of the following books and tell in three or four sentences what you know about each of these five books [three of these are mentioned in *The Story of My Life*]:

1. *Treasure Island*
2. *The Return of the Native*
3. *Robinson Crusoe*
4. *Arms and the Man*
5. *The Mill on the Floss*
6. *Dauber*
7. *The Ordeal of Richard Feverel*
8. *Pride and Prejudice*
9. *The Golden Age*
10. *The Pilgrim's Progress*
11. *Westward Ho!*
12. *The Three Musketeers*
13. *A Doll's House*
14. *Vanity Fair*
15. *The Odyssey*
16. *Quentin Durward*
17. *Two Years Before the Mast*
18. *The House of the Seven Gables*
19. *Kim*
20. *The Last of the Mohicans*
21. *David Copperfield*
22. *Tales of a Wayside Inn*
23. *The Book of Ruth*
24. *The Last Days of Pompeii*
25. *The Sketch Book*
26. *The Æneid*

12. (C, 1921.) State in a few sentences what you know about *five* of the following twenty names [two of these are mentioned in *The Story of My Life*]:

Francis Bacon
Goliath
Medusa
Alexander Pope

Defoe	The Forest of Arden
Mrs. Malaprop	Parnassus
Job	Sir Philip Sidney
Poe	Victor Hugo
The Restoration	Pegasus
Shelley	Ibsen
Florence	Uriah Heep
The Parthenon	Alfred the Great

13. (C, June, 1919.) *a.* Make a list of not more than thirty books that you have read and consider to be good literature. Include, if possible, a variety of types of literature, such as plays, essays, novels, long poems, or collections of poetry, short stories.
b. State four or five important ideas that you have gained from this reading. From what book was each derived?
14. (C, September, 1920.) There are books that you like and books that you do not like. Choose from your reading of good literature twenty books. Arrange them in two lists. Place in one, books that belong to the first class; in the other, books that belong to the second class. Selecting two or three titles in each list, explain fully why you have so classified them.
15. (C, June, 1921.) State very briefly what you remember most clearly and vividly from each of six books that you have read. So far as you can, give in two instances the reasons for your vivid impressions.

TOPICS FOR ORAL AND WRITTEN WORK

1. Imagine yourself deaf and blind. You take a journey. Describe it, telling what things interest you most and in what ways they are brought to your notice.
2. Write an imaginary account of a walk with Helen Keller. Give the dialogue which took place.
3. Make a list of the impressions which seeing and hearing persons derive through their various senses (an approaching storm, the opening and closing of doors, etc.), and indicate how a deaf-blind person perceives them.
4. (*a*) Make a list of books which you consider especially desirable for blind or deaf-blind children to read.
(*b*) What qualities should you consider desirable in a book for such children?
(*c*) Give the title of one or more books which you have read

but would not recommend for them, and state why you think the books unsuitable.

5. Both Milton and Helen Keller deserve to have the word *great* applied to them, although about two hundred years have elapsed between the death of the former and the birth of the latter, and their fields of activity lie far apart.
   (*a*) Discuss in a short essay the subject of what constitutes greatness, using to illustrate your definition of the word the life of some man or woman about whom you know.
   (*b*) You may find the following considerations of help as the basis of an oral discussion, or in arranging your ideas for a written one. Is greatness the ability:
      1. To do something which has never been done before?
      2. To do something *better* than it has ever been done before?
      3. To leave an enduring monument behind one?
      4. To spend one's self in helpful work for as many people as possible?
      5. To set an example of a perfect life which may touch only a few?
      Or
      6. The power to rouse others to action in some great cause?

   In other words, does greatness consist in: uniqueness, genius, fame, service, holiness, or leadership?
   (*c*) Which one of the above attributes is most valued to-day? What reasons can you suggest for the estimation in which it is held?
6. Page 10, line 12: "Thus attired I went down to help entertain the company." Imagine that you are one of these guests. Write a letter, or tell in a conversation with some friend, your impression of Helen Keller on this occasion.
7. Page 18, paragraphs 2 and 3. Tell the story of this journey from the point of view (*a*) of the lady who gave Helen Keller the box of shells (*b*) the conductor (*c*) Helen's aunt.
8. Write an account of either: (*a*) the Christmas tree to which the Tuscumbia school children invited Helen Keller, or (*b*) her first Christmas Day. (Use the material on pages 40–41 as a suggestion and fill in the details from your imagination.)
9. Relate the adventure, as if told by Mildred, of the day when they were lost in the woods. (See p. 53.)
10. Write an account of the meeting at the railway station, supplying the dialogue. (See p. 61.)
11. Find out all you can about Niagara Falls and make a report on it.
12. Imagine that a group of girls at the Gilman School meet together

soon after Helen Keller has come there. They would naturally speak of her. Give the conversation that might have taken place among them.

13. Make a list of all the books that you have read which Miss Keller mentions in Chapter XXI. Arrange them in the order of your preference. Write a letter about your favorite book, as if you were trying to persuade a friend to read it.
14. Find out all that you can about *one* of the following authors and write a biographical sketch of his life: (*a*) Goethe, (*b*) Schiller, (*c*) Balzac, (*d*) Hugo, (*e*) Tennyson, (*f*) Wordsworth, (*g*) Macaulay, (*h*) Johnson, (*i*) Carlyle, (*j*) Kipling, (*k*) Whittier, (*l*) Mark Twain.
15. It is said that we have, to some extent, lost the sense of smell, since civilized man does not live so close to the ground as did primitive man. Nevertheless, if we depended more upon this sense, and less upon sight and hearing, we should find that it is still much keener than we realize. To prove that this is so, try the experiment of being blindfolded and recognizing things by their odor. You will be surprised to find that not only strong odors, but (after a little practice) very subtle ones as well, can be identified. Try this some day and write down the number of odors that you have been able to identify.

SUGGESTIONS FOR FURTHER READING

LEBLANC: *The Girl Who Found the Blue Bird.* Dodd, Mead & Co. 1914

*ANTIN: *At School in the Promised Land.* No. 245

BOK: *America Give Me a Chance.* Charles Scribner. 1926

BROWN: *The Boyhood of Edward MacDowell.* Frederick A. Stokes. 1924

BURNETT: *The One I Knew the Best of All.* Charles Scribner. 1924

*CARNEGIE: *Andrew Carnegie's Own Story for Boys and Girls.* No. 275

FRYER: *A Book of Boyhoods.* E. P. Dutton. 1920

*GRENFELL: *Adrift on an Ice-Pan.* No. 230

*LARCOM: *A New England Girlhood.* No. 42

*MUIR: *The Boyhood of a Naturalist.* No. 247

PAINE: *Boy's Life of Mark Twain.* Harper & Bros. 1916

PARKMAN: *Conquests of Invention.* Century Co. 1921

PARKMAN: *Heroes of To-Day.* Century Co. 1917

PARKMAN: *Heroines of Service.* Century Co. 1917

*PARTON: *Captains of Industry.* No. 197

QUILLER-COUCH: *The Roll Call of Honour.* Thomas Nelson & Sons

RICHARDS: *Florence Nightingale.* D. Appleton & Co. 1909
*ROOSEVELT: *The Americanism of Theodore Roosevelt.* Edited by Hermann Hagedorn. No. 272
STEEDMAN: *When They Were Children.* Frederick A. Stokes
TAPPAN: *Heroes of Progress.* Houghton Mifflin Company
TOMLINSON: *The Story of General Pershing.* D. Appleton & Co. 1923
WASHINGTON (BOOKER T.): *Up from Slavery.* Houghton Mifflin Company
WHEELER: *The Boys' Life of Lord Roberts.* Thomas Crowell Co.
WILDMAN: *Famous Leaders of Industry.* The Page Co. 1921

* The numbers following these titles refer to the Riverside Literature Series published by Houghton Mifflin Company.

COLLATERAL READING

In Albert Bigelow Paine's biography of Mark Twain [1] appears the following interesting account of the great humorist's first meeting with Helen Keller, which occurred when she was about fourteen:

Henry Rogers and I went together. The company had all assembled and had been waiting awhile. The wonderful child arrived now with her about equally wonderful teacher, Miss Sullivan, and seemed quite well to recognize the character of her surroundings. She said, "Oh, the books, the books, so many, many books. How lovely!"

The guests were brought one after another. As she shook hands with each she took her hand away and laid her fingers lightly against Miss Sullivan's lips, who spoke against them the person's name.

Mr. Howells seated himself by Helen on the sofa, and she put her fingers against his lips and he told her a story of considerable length, and you could see each detail of it pass into her mind and strike fire there and throw the flash of it into her face.

After a couple of hours spent very pleasantly, some one asked if Helen would remember the feel of the hands of the company after this considerable interval of time and be able to discriminate the hands and name the possessors of them. Miss Sullivan said, "Oh, she will have no difficulty about that." So the company filed past, shook hands in turn, and with each handshake Helen greeted the owner of the hand pleasantly and spoke the name that belonged to it without hesitation.

By and by the assemblage proceeded to the dining-room and sat down to the luncheon. I had to go away before it was over, and as I passed by Helen I patted her lightly on the head and passed on. Miss Sullivan called to me and said, "Stop, Mr. Clemens, Helen is distressed because she did not recognize your hand. Won't you come back and do that again?" I went back and patted her lightly on the head, and she said at once, "Oh, it's Mr. Clemens."

Perhaps some one can explain this miracle, but I have never been able to do it. Could she feel the wrinkles in my hand through her hair? Some one else must answer this.

The biographer closes with the following explanation:

It was three years following this dictation that the mystery received a very simple and rather amusing solution. Helen had come to pay a visit to Mark Twain's Connecticut home, Stormfield, then but just completed. He had met her, meantime, but it had not occurred to him before to ask her how she had recognized him that

[1] Vol. III, pp. 1273–75.

morning at Hutton's, in what had seemed such a marvelous way. She remembered, and with a smile said, "I smelled you." Which, after all, did not make the incident seem much less marvelous.

The true explanation is probably quite simple. Mark Twain was an inveterate smoker. He even smoked in bed and has been photographed there smoking and dictating at once.

The following letter from Helen Keller to the editors of *The Outlook* was published by them as a preface to an article by her entitled "Blind Leaders." The reason they gave for printing the letter was that it offered "the clearest depiction of the way a deaf and blind person perceives, thinks, and reasons" that they had ever seen. For the above reason, and also because it shows two characteristics of Miss Keller — keen logical reasoning and firm grasp on what we term the realities of life — it is included here.

To the Editors of The Outlook:

When Mr. Booth [a literary adviser and friend — THE EDITORS read my essay "Blind Leaders," he said to Mrs. Macy, "It's all right. But people won't believe that Helen Keller wrote it. I have heard men say, 'How can she know about these things? How can one deaf and blind from infancy know about life, about people, about affairs? It is impossible for her to have a first-hand knowledge of what is going on in the world. She is only a mouthpiece for somebody else.'"

I must plead guilty to the charge that I am deaf and blind, although I forget this fact most of the time. Occasionally I come into sharp collision with the stone wall out in my back field, and for a second or two there is not the slightest doubt in my mind that I am blind. When my friends tell me they cannot hear me speak because a freight train is passing, I realize that I am deaf. But I do not feel so very sorry; for it is not pleasant to have one's thoughts disturbed by the noise of a freight train.

As for the other charges, they are groundless, they are ridiculous. My blindness does not shut me out from a knowledge of what is happening about me. True, I did not witness the recent dreadful wreck at Stamford; neither did most people in the United States. But that did not prevent me, any more than it prevented them, from knowing about it. To be sure, I cannot hear my neighbors discuss the events and questions of the day; but, judging from what is repeated to me of those discussions — and all that they say is often repeated conscientiously — I feel that I do not miss much.

I prefer to use the eye and the ear of the world which the printed page makes mine. I prefer to read the opinions of well-informed persons, clear thinkers like Alfred Russell Wallace, William Morris, Bernard Shaw, Sir Oliver Lodge, H. G. Wells, William English Wall-

ing, Judge Lindsay, Robert Hunter, Karl Kautsky, Herbert Spencer, Darwin, and Marx. You say, "But what do you know about life that enables you to judge of the competency of such men to give an opinion?" If books are not life, I do not know what they are. In the writings of poets, sages, prophets, is recorded all that men have seen, heard, and felt. Having all this in the grasp of my two hands, my means of observing what is going on in the world is not so very limited, after all. I have all the keys to the doors of knowledge. I am benefited by every observation made by scientist, philosopher, prophet. The eyes of the mind are stronger, more penetrating, and more reliable than our physical eyes. We can see a lot of things with a little common-sense light to aid our perceptions.

I have never been a captain of industry or a strike-breaker or a soldier; neither have most people. But I have studied about them, and I think I understand their relation to society. At all events, I claim my right to discuss them. I also know something about gambling. For I gambled once, in stocks and bonds — once only; for I lost all I had in that one venture. But if I did not win, somebody else did, and I had a good deal of "first-hand experience."

I have worked for the blind. I have come into contact with them. I have taken an active part in meetings and spoken before legislatures in their behalf. I have studied their problems, and in order to understand them fully, I found it necessary to study the problems of the seeing among whom the blind live and work. I have found that the needs and difficulties of the sightless are similar to the needs and difficulties of all who are handicapped in the struggle for a livelihood, for education, for equal opportunity. If this work for the blind is not "first-hand experience," I do not know where you or I can get it.

Finally, I have visited sweat-shops, factories, crowded slums of New York and Washington. Of course I could not see the squalor; but if I could not see it, I could smell it. With my own hands I could feel pinched, dwarfed children tending their younger brothers and sisters, while their mothers tended machines in near-by factories.

Besides the advantages of books and of personal experience, I have the advantage of a mind trained to think. In most people I talk with, thought is infantile. In the well educated it is rare. In time their minds become automatic machines. People do not like to think. If one thinks, one must reach conclusions, and conclusions are not always pleasant. They are a thorn in the spirit. But I consider it a priceless gift and a deep responsibility to think. Thought — intelligent thought — gives new eyes to the blind and new ears to the deaf.

HELEN KELLER

WRENTHAM, MASSACHUSETTS

To Mrs. Kate Adams Keller

NEW YORK, *March* 31, 1895

. . . Teacher and I spent the afternoon at Mr. Hutton's, and had a most delightful time! . . . We met Mr. Clemens and Mr. Howells there! I had known about them for a long time; but I had never thought that I should see them, and talk to them; and I can scarcely realize now that this great pleasure has been mine! But, much as I wonder that I, only a little girl of fourteen, should come in contact with so many distinguished people, I do realize that I am a very happy child, and very grateful for the many beautiful privileges I have enjoyed. The two distinguished authors were very gentle and kind, and I could not tell which of them I loved best. Mr. Clemens told us many entertaining stories, and made us laugh till we cried. I only wish you could have seen and heard him! He told us that he would go to Europe in a few days to bring his wife and his daughter, Jeanne, back to America, because Jeanne, who is studying in Paris, has learned so much in three years and a half that if he did not bring her home, she would soon know more than he did. I think Mark Twain is a very appropriate *nom de plume* for Mr. Clemens because it has a funny and quaint sound, and goes well with his amusing writings, and its nautical significance suggests the deep and beautiful things that he has written. I think he is very handsome indeed. . . . Teacher said she thought he looked something like Paradeuski. (If that is the way to spell the name.) Mr. Howells told me a little about Venice, which is one of his favorite cities, and spoke very tenderly of his dear little girl, Winnifred, who is now with God. He has another daughter, named Mildred, who knows Carrie. I might have seen Mrs. Wiggin, the sweet author of *Birds' Christmas Carol*, but she had a dangerous cough and could not come. I was much disappointed not to see her; but I hope I shall have that pleasure some other time. Mr. Hutton gave me a lovely little glass, shaped like a thistle, which belonged to his dear mother, as a souvenir of my delightful visit. We also met Mr. Rogers . . . who kindly left his carriage to bring us home.

To Mrs. Laurence Hutton

WRENTHAM, *February* 20, 1898

. . . I resumed my studies soon after your departure, and in a very little while we were working as merrily as if the dreadful experience of a month ago had been but a dream. I cannot tell you how much I enjoy the country. It is so fresh, and peaceful and free! I do think I could work all day long without feeling tired if they would let me. There are so many pleasant things to do — not always very easy things, — much of my work in Algebra and Geometry is hard: but

I love it all, especially Greek. Just think, I shall soon finish my grammar! Then comes the *Iliad*. What an inexpressible joy it will be to read about Achilles, and Ulysses, and Andromache and Athene, and the rest of my old friends in their own glorious language!! I think Greek is the loveliest language that I know anything about. If it is true that the violin is the most perfect of musical instruments, then Greek is the violin of human thought.

We have had some splendid tobogganing this month. Every morning, before lesson-time, we all go out to the steep hill on the northern shore of the lake near the house, and coast for an hour or so. Some one balances the toboggan on the very crest of the hill, while we get on, and when we are ready, off we dash down the side of the hill in a headlong rush, and, leaping a projection, plunge into a snowdrift and go skimming far across the pond at a tremendous rate! . . .

On March 6, 1887, Miss Sullivan wrote to her friend, Mrs. Hopkins, of the Perkins Institution, the following account of her arrival and the first days with Helen Keller:

. . . It was 6.30 when I reached Tuscumbia. I found Mrs. Keller and Mr. James Keller waiting for me. They said somebody had met every train for two days. The drive from the station to the house, a distance of one mile, was very lovely and restful. I was surprised to find Mrs. Keller a very young-looking woman, not much older than myself, I should think. Captain Keller met us in the yard and gave me a cheery welcome and a hearty handshake. My first question was, "Where is Helen?" I tried with all my might to control the eagerness that made me tremble so that I could hardly walk. As we approached the house I saw a child standing in the doorway, and Captain Keller said, "There she is. She has known all day that some one was expected, and she has been wild ever since her mother went to the station for you." I had scarcely put my foot on the steps, when she rushed toward me with such force that she would have thrown me backward if Captain Keller had not been behind me. She felt my face and dress and my bag, which she took out of my hand and tried to open. It did not open easily, and she felt carefully to see if there was a keyhole. Finding that there was, she turned to me, making the sign of turning a key and pointing to the bag. Her mother interfered at this point and showed Helen by signs that she must not touch the bag. Her face flushed, and when her mother attempted to take the bag from her, she grew very angry. I attracted her attention by showing her my watch and letting her hold it in her hand. Instantly the tempest subsided, and we went upstairs together. Here I opened the bag, and she went through it eagerly, probably expecting to find something to eat. Friends had probably brought her candy in their bags, and she expected to find some in

mine. I made her understand, by pointing to a trunk in the hall and to myself and nodding my head, that I had a trunk, and then made the sign that she had used for eating, and nodded again. She understood in a flash and ran downstairs to tell her mother, by means of emphatic signs, that there was some candy in a trunk for her. She returned in a few minutes and helped me put away my things. It was too comical to see her put on my bonnet and cock her head first on one side, then on the other, and look in the mirror, just as if she could see. Somehow I had expected to see a pale, delicate child — I suppose I got the idea from Dr. Howe's description of Laura Bridgman when she came to the Institution. But there's nothing pale or delicate about Helen. She is large, strong and ruddy, and as unrestrained in her movements as a young colt. She has none of those nervous habits that are so noticeable and so distressing in blind children. Her body is well formed and vigorous, and Mrs. Keller says she has not been ill a day since the illness that deprived her of her sight and hearing. She has a fine head, and it is set on her shoulders just right. Her face is hard to describe. It is intelligent, but lacks mobility, or soul, or something. Her mouth is large and finely shaped. You see at a glance that she is blind. One eye is larger than the other, and protrudes noticeably. She rarely smiles; indeed, I have seen her smile only once or twice since I came. She is unresponsive and even impatient of caresses from any one except her mother. She is very quick-tempered and wilful, and nobody, except her brother James, has attempted to control her. The greatest problem I shall have to solve is how to discipline and control her without breaking her spirit. I shall go rather slowly at first and try to win her love. I shall not attempt to conquer her by force alone; but I shall insist on reasonable obedience from the start. One thing that impresses everybody is Helen's tireless activity. She is never still a moment. She is here, there, and everywhere. Her hands are in everything; but nothing holds her attention for long. Dear child, her restless spirit gropes in the dark. Her untaught, unsatisfied hands destroy whatever they touch because they do not know what else to do with things.

She helped me unpack my trunk when it came, and was delighted when she found the doll the little girls sent her. I thought it a good opportunity to teach her her first word. I spelled "d-o-l-l" slowly in her hand and pointed to the doll and nodded my head, which seems to be her sign for possession. Whenever anybody gives her anything, she points to it, then to herself, and nods her head. She looked puzzled and felt my hand, and I repeated the letters. 'She imitated them very well and pointed to the doll. Then I took the doll, meaning to give it back to her when she had made the letters; but she thought I meant to take it from her, and in an instant she was

in a temper, and tried to seize the doll. I shook my head and tried to form the letters with her fingers; but she got more and more angry. I forced her into a chair and held her there until I was nearly exhausted. Then it occurred to me that it was useless to continue the struggle — I must do something to turn the current of her thoughts. I let her go, but refused to give up the doll. I went downstairs and got some cake (she is very fond of sweets). I showed Helen the cake and spelled "c-a-k-e" in her hand, holding the cake toward her. Of course she wanted it and tried to take it; but I spelled the word again and patted her hand. She made the letters rapidly, and I gave her the cake, which she ate in a great hurry, thinking, I suppose, that I might take it from her. Then I showed her the doll and spelled the word again, holding the doll toward her as I held the cake. She made the letters "d-o-l" and I made the other "l" and gave her the doll. She ran downstairs with it and could not be induced to return to my room all day.

Yesterday I gave her a sewing-card to do. I made the first row of vertical lines and let her feel it and notice that there were several rows of little holes. She began to work delightedly and finished the card in a few minutes, and did it very neatly indeed. I thought I would try another word; so I spelled "c-a-r-d." She made the "c-a," then stopped and thought, and making the sign for eating and pointing downward she pushed me toward the door, meaning that I must go downstairs for some cake. The two letters "c-a," you see, had reminded her of Friday's "lesson" — not that she had any idea that *cake* was the name of the thing, but it was simply a matter of association, I suppose. I finished the word "c-a-k-e" and obeyed her command. She was delighted. Then I spelled "d-o-l-l" and began to hunt for it. She follows with her hands every motion you make, and she knew that I was looking for the doll. She pointed down, meaning that the doll was downstairs. I made the signs that she had used when she wished me to go for the cake, and pushed her toward the door. She started forward, then hesitated a moment, evidently debating within herself whether she would go or not. She decided to send me instead. I shook my head and spelled "d-o-l-l" more emphatically, and opened the door for her; but she obstinately refused to obey. She had not finished the cake she was eating, and I took it away, indicating that if she brought the doll I would give her back the cake. She stood perfectly still for one long moment, her face crimson; then her desire for the cake triumphed, and she ran downstairs and brought the doll, and of course I gave her the cake, but could not persuade her to enter the room again.

She was very troublesome when I began to write this morning. She kept coming up behind me and putting her hand on the paper and into the ink-bottle. These blots are her handiwork. Finally I

remembered the kindergarten beads, and set her to work stringing them. First I put on two wooden beads and one glass bead, then made her feel of the string and the two boxes of beads. She nodded and began at once to fill the string with wooden beads. I shook my head and took them all off and made her feel of the two wooden beads and the one glass bead. She examined them thoughtfully and began again. This time she put on the glass bead first and the two wooden ones next. I took them off and showed her that the two wooden ones must go on first, then the glass bead. She had no further trouble and filled the string quickly, too quickly, in fact. She tied the ends together when she had finished the string, and put the beads round her neck. I did not make the knot large enough in the next string, and the beads came off as fast as she put them on; but she solved the difficulty herself by putting the string through a bead and tying it. I thought this very clever. She amused herself with the beads until dinner time, bringing the strings to me now and then for my approval.

Saturday the school-children had their tree, and I took Helen. It was the first Christmas tree she had ever seen, and she was puzzled, and asked many questions. "Who made tree grow in house? Why? Who put many things on tree?" She objected to its miscellaneous fruits and began to remove them, evidently thinking they were all meant for her. It was not difficult, however, to make her understand that there was a present for each child, and to her great delight she was permitted to hand the gifts to the children. There were several presents for herself. She placed them in a chair, resisting all temptation to look at them until every child had received his gifts. One little girl had fewer presents than the rest, and Helen insisted on sharing her gifts with her. It was very sweet to see the children's eager interest in Helen, and their readiness to give her pleasure. The exercises began at nine, and it was one o'clock before we could leave. My fingers and head ached, but Helen was as fresh and full of spirit as when we left home.

After dinner it began to snow, and we had a good frolic and an interesting lesson about the snow. Sunday morning the ground was covered, and Helen and the cook's children and I played snowball. By noon the snow was all gone. It was the first snow I had seen here, and it made me a little homesick. The Christmas season has furnished many lessons, and added scores of new words to Helen's vocabulary. . . .

It was touching and beautiful to see Helen enjoy her first Christmas. Of course, she hung her stocking — two of them, lest Santa Claus should forget one, and she lay awake for a long time and got up two or three times to see if anything had happened. When I told her that Santa Claus would not come until she was asleep, she shut

her eyes and said, "He will think girl is asleep." She was awake the first thing in the morning, and ran to the fireplace for her stocking; and when she found that Santa Claus had filled both stockings, she danced about for a minute, then grew very quiet, and came to ask me if I thought Santa Claus had made a mistake, and thought there were two little girls, and would come back for the gifts when he discovered his mistake. The ring you sent her was in the toe of the stocking, and when I told her you gave it to Santa Claus for her, she said, "I do love Mrs. Hopkins." She had a trunk and clothes for Nancy, and her comment was, "Now Nancy will go to party." When she saw the braille slate and paper, she said, "I will write many letters, and I will thank Santa Claus very much." It was evident that every one, especially Captain and Mrs. Keller, was deeply moved at the thought of the difference between this bright Christmas and the last, when their little girl had no conscious part in the Christmas festivities. As we came downstairs, Mrs. Keller said to me with tears in her eyes, "Miss Annie, I thank God every day of my life for sending you to us; but I never realized until this morning what a blessing you have been to us." Captain Keller took my hand, but could not speak. But his silence was more eloquent than words. My heart, too, was full of gratitude and solemn joy.

The two extracts which follow were written by Miss Sullivan and give an insight into Helen's character as a child.

Notwithstanding the activity of Helen's mind, she is a very natural child. She is fond of fun and frolic, and loves dearly to be with other children. She is never fretful or irritable, and I have never seen her impatient with her playmates because they failed to understand her. She will play for hours together with children who cannot understand a single word she spells, and it is pathetic to watch the eager gestures and excited pantomime through which her ideas and emotions find expression. Occasionally some little boy or girl will try to learn the manual alphabet. Then it is beautiful to observe with what patience, sweetness, and perseverance Helen endeavours to bring the unruly fingers of her little friend into proper position.

One day, while Helen was wearing a little jacket of which she was very proud, her mother said: "There is a poor little girl who has no cloak to keep her warm. Will you give her yours?" Helen began to pull off the jacket, saying, "I must give it to a poor little strange girl."

She is very fond of children younger than herself, and a baby invariably calls forth all the motherly instincts of her nature. She will handle the baby as tenderly as the most careful nurse could desire. It is pleasant, too, to note her thoughtfulness for little children, and her readiness to yield to their whims.

. . . . . .

Surrounded by loving friends and the gentlest influences, as Helen had always been, she has, from the earliest stage of her intellectual enlightenment, willingly done right. She knows with unerring instinct what is right, and does it joyously. She does not think of one wrong act as harmless, of another as of no consequence, and of another as not intended. To her pure soul all evil is equally unlovely.

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AUTHOR

The Story of My Life

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